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ABSTRACT

This annotated bibliography contains books and periodicals on literacy and literature for newly literate persons, both in the United States and internationally. Except for a few items included for their historical value, all the entries were published in the 1970s. Listings in this bibliography are grouped in the following twenty categories: overview of world literacy: history of literacy: programs of specific nations: economic and social development through literacy: ESOL (English to Speakers of Other Languages): linguistics and literacy: methods and materials in literacy: program organization: training of teachers: mass media and literacy: testing, evaluation, and research in literacy: psychology of adult learning: writing for new literates: reading interests: readability: graphics, illustrations, printing: editing and publishing: intercultural communications: research in publishing for new literates: periodicals, recurring publications. (KC)

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LITERACY IN THE 70'S

AN ANNOTATED BIBLIOGRAPHY

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U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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TO THE EDUCATIONAL RESOURCE INFORMATION CENTER (ERIC)."

This bibliography should be useful to persons interested in varied aspects of literacy and literature for new literates, both in the United States and internationally. Except for a few items included for their unique historical value, all of the entries are published in the 1970s.

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Books and periodicals listed by category. Pages 1-60

Prepared by Laubach Literacy International.

Listings in this section of the bibliography have been divided into twenty categories. All items of a recurring or periodical nature are listed under category 20. This section was prepared under the direction of Dr. Robert Laubach, Director of the graduate program in literacy communications of the School of Public Communications of Syracuse University and President of Laubach Literacy International.

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1: OVERVIEW OF WORLD LITERACY

Buergenthal, Thomas and Torney, Judith V. International Human Rights and International Education. (See 4).

Chabaud, Jacqueline. The Education and Advancement of Women. (See 4).

Charters, Alexander N. Aids to Access -- Resources in Adult Education. Syracuse, N.Y.: CREA, 220 Huntington Hall, 1978. This has been designed to assist educators of adults in the search for literature on adult education. Like other CREA Resource Publications, it contains the item, the Library of Congress and Dewey Decimal call numbers, CREA, Pamphlet File, Alpha-Numerical Code and ERIC. It has lists of agencies -- governmental and non-governmental organizations, international organizations, programs, legislation, learning and other descriptive subject headings. It also has an appendix of resources for educators of adults -- developed by CREA and the Adult Education Area of the Syracuse University School of Education.

_____. International Handbook of Resources for Educators of Adults. Syracuse, N.Y.: Syracuse University Printing Services. Provides up-to-date information about resources to national and international adult educators. Categories covered include: institutions, publications and other information sources; administrative supports; expertise; awards.

_____. Syracuse University: Resources in Adult Education. Syracuse, N.Y.: Printing Services, 125 College Place, 1978. This resource book provides resources for adult educators. Categories of resources include: social instruments, institutions, publications and other information services, administrative supports, human expertise, and awards. Descriptive subheadings are provided, e.g.: administration-management, agencies-organizations-sponsors, students-adults-learners-characteristics.

Charters, A.N.; Holmwood, D.P. Acquisition List of Resources for Educators of Adults. Syracuse, N.Y.: ERIC, 1978. This resource book gives a list of resource materials in areas including: administration, couseling, finances, history, learning, program development, research, statistics, students and teachers in adult education.

Greene, Frank P. Reading: Reasons and Readiness. Syracuse, N.Y.: Syracuse University School of Education, 1970. These proceeds of the 10th and 11th annual Syracuse University reading conferences contain several articles relevant to adult literacy: a panel discussion on national and international concerns of literacy programs, application of methodology to the chacteristics of adult illiterates, volunteer help toward literacy, uses and abuses of readability formulas, migrant programs, reading for the disadvantaged, and changing learner attitudes.

Griffith, William S. and Hayes, Ann P. Adult Basic Education: The State of the Art. Chicago: University of Chicago Department of Education, 1970. Series of articles on teacher training and recruitment, a profile of adult students testing adults, curriculum development and testing, illiteracy economies, program development and counseling for adult migrants in Chicago, the culture of poverty, and ABE research.

Hummel, Charles. Education Today for the World of Tomorrow. Paris: UNESCO, 1977. Gives overview of adult education in the world by showing findings of studies and surveys.

I.I.A.L.M. Directory of Organizations Offering Literacy Training Courses. Tehran: P.O. Box 1555, 1977. Lists about 160 entries of adult literacy organizations, mainly from developing countries. Tells activities of each organization, its training programs, its objectives and the types of organizations it cooperates with.

_____. Directory of Universities and Institutes Offering Literacy Training Programs. Tehran: P.O. Box 1555, 1977. Lists 72 centers of higher learning that offer regular or occasional training to literacy personnel. Tells nature of the educational programs offered, literacy research being done and contact person at each university or institute.

_____. Teaching Reading and Writing to Adults: a Sourcebook. Tehran: P.O. Box 1555, 1977. A series of articles on the social and educational context of literacy, functional literacy, literacy in rural areas, Freire and literacy for revolution, literacy and industrialization, methods of teaching reading and writing, and literacy and occupations. Also, literacy programs are examined in areas such

as China, Tachai, Cuba, Mexico, Sudan, Kenya, Thailand, Ecuador; a newspaper for new literates in Kibaru is discussed, and an experimantal world literacy program is proposed.

Jeffries, Sir Charles. Illiteracy: a World Problem. New York: Praeger, 1967. (See also 2, 3, 4, 7, 8). An overview of illiteracy around the world and programs designed to eradicate the problem, including illiteracy statistics by nation, pioneer efforts such as the work of Dr. Frank Laubach and Christian missionaries, as well as a general historical survey of various countries, the role of UNESCO, efforts in Tehran, Iran, the organization of literacy programs, methods of teaching reading, and adult reading materials and their distribution.

Keehn, Thomas B. Functional Education For Family Life Planning: a Program Plan. (See 8).

Laubach, Frank C. Forty Years With the Silent Billion. Old Tappan, N.J.: Fleming H. Revell Co., 1970. (See also 2). A chronicle of Dr. Laubach's travels around the world in his crusade against illiteracy, from the inception of the Each One Teach One idea in the Philippines in the 1930s to its growth in colleges, seminaries and missions, to the formation of N.A.L.A., the affiliation of Laubach Literacy with Syracuse University, to the role of Laubach Literacy in the 1970s.

Shacklock, Floyd. World Literacy Manual. New York: Committee on World Literacy and Christian Literature, 1977. A focus on illiteracy as a world problem, including motivation of the adult learner, the adult learning process, how to make and use a literacy primer, types of literacy programs, the training and use of teachers and supervisors, learning techniques, the use of bridge materials toward functional literacy, producing books for new literates, and the sociological and linguistic dimensions of literacy and literature. Appendices include a primer survey, follow-up books in two successful publishing programs, and a recommended book list.

Smith, Edwin H. Literacy Education for Adolescents and Adults. San Francisco: Boyd & Fraser, 1970. (See also 2, 7, 8, 9, 11). A broad overview of literacy education, including the historical perspective, the development of literacy programs, characteristics of adult literacy students and how they learn, a diagnostic approach to teaching adults; methods, materials and techniques for teaching reading, math, writing, and spelling; preparing literacy materials, teaching English as a second language, and the training needs of the literacy teacher.

Spaulding, Seth. The Experimental World Literacy Programme: a Critical Assessment. New York: UNESCO/UNIPUB, 1976. An

evaluation of the UNESCO programs conducted over a five year program, with forecasts of the future of world literacy.

U.N.E.S.C.O. Directory of Documentation and Information Services in Adult Education. Paris: UNESCO, International Bureau of Education, 1977.

_____. Illiteracy and Human Rights. (See 4).

2: HISTORY OF LITERACY

Bordia, Anil; Kidd, J.R.; Draper, J.A. Adult Education in India: a Book of Readings. (See 3).

Cipolla, Carlo M. Literacy and Development in the West. Baltimore: Penguin Books, 1969. An historical look at illiteracy from classical times to the 18th century, literacy and the industrial revolution, lessons from the past and ideas about the future. It includes statistical tables from these time periods.

Clammer, J.R. Literacy and Social Change: a Case Study of Fiji. Leiden, the Netherlands: E.J. Brill, 1976. (See also 3, 4). An historical approach showing the sociological influence of Europe on Fiji with the introduction of literacy into Fijan society, including the influence of missionaries with the introduction of Christianity. Their influence led to religious conversion, destruction of traditional customs, changes in the social structure, the introduction of new technologies, new agricultural and domestic patterns, population changes and disease, and increased knowledge of the rest of the world. Europeans also introduced vices, changes in traditional economic occupations, pastimes, dress, moral attitudes, and cognitive structures. The book also discusses the connection in Fiji between literacy and religion, the role of chiefs in opposing and aiding revolution in social structure and attitudes which accompanied the introduction of Christianity and literacy, and the uses of literacy in connection with economic change and literature.

Cook, Wanda Dauksza. Adult Literacy Education in the United States. Newark, Delaware: International Reading Association. (See also 7, 8). A history of adult literacy education in the U.S. from 1900 to the 1970s, including the social climate, statistics, programs, materials and legislation.

Jeffries, Sir Charles. Illiteracy, a World Problem. (See 1).

Laubach, Frank C. Forty Years With the Silent Billion. (See 1).

_____ and Laubach, Robert S. Toward World Literacy: the Each One Teach One Way. (See 7).

Lockridge, Kenneth A. Literacy in Colonial New England. New York: W. W. Norton & Co., 1974. (See also 4). An enquiry into the social context of literacy in the early modern West, through an examination of signatures or marks used in place of signatures on wills, of who was literate and who was not and why, and of how this changed with the passage of time, what difference it made for a man to be literate, whether it entailed qualitative changes in human attitudes, what the sources of literacy were. The study found that sex was one of the most powerful determinants of literacy -- very few women were taught to read and write. Wealth and occupation were also strongly associated with literacy.

Mulira, Enoch. Adult Literacy and Development: a Handbook for Teachers of Adults. (See 4).

Natarajan, Dandapani. Census of India 1971: Extracts From the All India Census Reports on Literacy. New Delhi: Office of the Registrar, Ministry of Home Affairs, 1979. (See also 3, 4, 12). Census data for India from 1871 to 1961 showing literacy rates.

Smith, Edwin H. Literacy Education for Adolescents and Adults. (See 1).

3: Programs of Specific Nations

Bataille, Leon, ed. A Turning Point for Literacy: Adult Education for Development -- the Spiritual Declaration of Persepolis. (See 4).

Bordia, Anil; Kidd, J.R.; Draper, J.A. Adult Education in India: a Book of Readings. Bombay: Nachiketa Publications Ltd., 1973. (See also 2, 7, 8). A broad overview of literacy in India including the historical perspective, philosophy and objectives, adult literacy methods, existing programs, and involvement in literacy work by agencies in urban areas, universities, industries, libraries, and museums.

Campbell, D.D. Adult Education as a Field of Study and Practice. Vancouver: The Centre for Continuing Education, University of Vancouver. (See also 4, 7, 8, 9). This book contains a series of monographs on comparative and area studies in adult education, namely: an overview of adult education in Canada; training for adult education -- personal structure, the goals of training, and research and training in adult education; training for adult education -- context, methodology and organization; practices in

leadership development in adult education -- in Britain and Europe, in the US and Canada, training; a case study -- Alberta, assessing the need for training.

Center for Museum Education. Lifelong Learning/Adult Audiences. (See 12).

Chabaud, Jacqueline. The Education and Advancement of Women. (See 4).

Chall, Jeanne and Carroll, John. Toward a Literate Society: a Preliminary Report. New York: McGraw Hill, 1975.

Chatterjee, Bishwa Bandhu; Kumari, Sudarshan; Singh, Anand Bahadur. Voluntary Action for Adult Literacy. Varanasi (Benares), India: Navachetna Prakashan, Rajghat, 1969. (See also 7, 8, 9. 11). Explains how to set up literacy programs in India, including the training of adult literacy teachers, the functioning of adult literacy schools, supervision, follow-up, and evaluation of the literacy program, and hazards, hurdles, problems and solutions.

Clammer, J.R. Literacy and Social Change: a Case Study of Fiji. (See 2).

Gilette, Arthur. Practical Guide to Functional Literacy. (See 8).

Grebelsky, Ora. From Illiteracy to Literacy. Jerusalem: The Hebrew University Adult Education Center, 1970. (See also 8). Results of many extensive but short-term literacy campaigns conducted by different developing countries show that unless students are taken past the point of neo-literacy, where there exists accomplishment in reading and writing but still a lack of fluency and comprehension, they will relapse into illiteracy. The prevention of this relapse is the main concern of this book.

Hall, Budd L. Voices For Development: the Tanzanian National Radio Study Campaigns. (See 10).

_____ and Kidd, J. Roby. Adult Learning: a Design for Action. (See 4).

Hornick, Robert C. et al. Television and Educational Reform in El Salvador: Final Report. (See 10).

Hoxeng, James. Let Jorge Do It: an Approach to Rural Nonformal Education. (See 4).

Hunter, Carman St. John and Harman, David. Adult Illiteracy in the United States: a Report to the Ford Foundation. New York: McGraw Hill, 1979. This book was published after printing date of this bibliography. It should be significant.

I.I.A.L.M. National Literacy Crusade (the First Year). Tehran: P.O. Box 1555, 1977. (See also 8). This report deals with the National Literacy Crusade's programs and activities in the Iranian year March 1976-March 1977. Special attention is given to mobilization and participation, planning and budgeting, education and research, followed by a brief survey of related international and regional activities and follow-up programs.

_____. National Literacy Crusade, Theory and Organization. (See 8).

_____. Teaching Reading and Writing to Adults: a Sourcebook. (See 1).

Jeffries, Sir Charles. Illiteracy: a World Problem. (See 1).

Kozol, Jonathan. Children of the Revolution. New York: Delacorte, 1978. An account of the mass literacy campaign conducted in Cuba in the early 1960s.

Laubach, Frank C. and Laubach, Robert S. Toward World Literacy: the Each One Teach One Way. (See 7).

Lynch, Robert and Smith, Mona. In-Camp Education For Migrant Farmworkers. (See 8).

Maddison, John. Radio and Television in Literacy. (See 10).

Mathur, Jagdish. Adult Education for Farmers in a Developing Society. New Delhi: Indian Adult Education Association, 1972. (See also 4, 7, 8, 10, 11). Functional literacy, adult education for farmers in the green revolution, informing and communicating with farmers, mass media as an aid to literacy, role of voluntary organizations, growth of farmers' education in India.

Mulira, Enoch E.K. Adult Literacy and Development; a Handbook for Teachers of Adults. (See 4).

Natarajan, Dandapani. Census of India 1971: Extracts from the All India Census Reports on Literacy. (See 2).

Natesh, A.M. Organization of Literacy Broadcasting in Zambia: a Manual. (See 10).

Pillai, K. Sivadasan. Education in a New Perspective. Trivandrum, India: College Book House, 1975. (See also 4). Calls for educational alternatives to the current educational situation in India which would include life-long education, vocational and out-of-school education. Author clearly sees nonformal modes of education to be the most effective for India. Sees need to link functional literacy programs with other developmental programs.

du Sautoy, Peter. Manuals on Adult and Youth Education. The Planning and Organization of Adult Literacy Programmes in Africa. Paris: UNESCO, 1966. (See also 7, 8, 9). Program organization with an emphasis on the literacy needs of African nations. Includes motivating adults, program planning, the role of legislation in the organizational framework, the cost and finances of adult literacy programs, the publicity campaign, language selection for the national library program, methods and materials, the use of audio-visual aids, the selection and training of teachers, supervision and evaluation, and class organization at the local level.

U.C.L.A. Nonformal Education and Social Change in Latin America. Los Angeles: UCLA Latin American Center Publications. (See also 4, 8). Examines formats and philosophies behind successful Los Angeles programs in literacy, vocational education, cooperatives, community and integrated education and concludes that integrated development has a more holistic and systematic approach to the change process than the community-level model.

Wiesinger, Rita J. Light Me a Candle. (See 4).

Wilson, Russel C., ed. Adult Literacy and Basic Education. (See 4).

4: Economic and Social Development Through Literacy

Bataille, Leon, ed. A Turning Point for Literacy: Adult Education for Development -- the Spiritual Declaration of Persepolis. Oxford & New York: Pergamon Press, 1976. (See also 3). Reviews progress of a decade of literacy efforts (1965-1975), giving statistics, program descriptions, and policies of this world-wide effort. Explores problems of and possibilities for existing programs. Suggests future directions to take in literacy. Tenaciously tackles real issues of international literacy.

Bikaner Adult Education Association. Evaluation Study: Adult Literacy Project. Bikaner, India: Bikaner Adult Education Association, 1973. (See also 11). A survey of the effectiveness of BAEA literacy programs started in 1965 in combining literacy skills with agriculture, crafts and industry and often instruction in citizenship and family welfare. Directed toward national development, these programs are useful models for any organizaton interested in literacy for economic and social development.

Bonanni, Camille. A Literacy Journey. New Delhi: India Adult Education Association, 1973. (See also 7). Through a chronicle

of his literacy work, particularly in Italy, the author discusses literacy methods and techniques which stress the presentation of vocational, economic and social concepts. The training of functional literacy workers and the development of a problem-solving functional literacy curriculum is also considered.

Buergenthal, Thomas, and Torney, Judith V. International Human Rights and International Education. Washington: US National Commission for UNESCO, US Department of State, 1976. (See also 1, 7, 8). This interdisciplinary guide emphasizes a global approach for the development and assessment of education programs, including literacy, designed to affirm mankind's quest for human dignity, human rights, and world peace. This ethical approach is geared to teachers and school administrators interested in promoting international cooperation.

Campbell, D.D. Adult Education as a Field of Study and Practice. (See 3).

Castle, E.B. Education for Self-Help: New Strategies for Developing Countries. London: Oxford University Press, 1972. A discussion of the problems facing education today in newly-emerging countries -- educational innovation and reform to meet national demands and individual rights. Based on practical knowledge, the book considers the future trend of education in the third world, where there is, on the average, an 80% illiteracy rate.

Chabaud, Jacqueline. The Education and Advancement of Women. Paris: UNESCO, 1970. (See also 1, 3). A presentation of literacy as the the principal impediment to the advancement of women around the world and a description of action toward remedying the problem by UNESCO.

Clammer, J.R. Literacy and Social Change: a Case Study of Fiji. (See 2).

Coles, Edwin K. Townsend. Adult Education in Developing Countries. (See 8).

Farmer, James A. (Jr.) and Papagiannis, George. Functional Education For Family Life Planning. III: Program Evaluation. (See 8).

Freire, Paulo. Pedegogy of the Oppressed. New York: Seaburg Press, 1970. (See also 7, 8). A theory and technique developed by a Brazilian educator for the education of adult illiterates based on the conviction that every human being is capable of looking critically at his world in a dialogical encounter with others, and that provided with the proper tools for such an encounter he can gradually perceive his personal and social reality and deal critically with it. The goal is to use literacy as a tool to self-awareness, dignity and a willingness to struggle to change

the structures of society that once seemed to oppress the individual. The theory is particularly applicable to third world countries.

Gilette, Arthur. Youth and Literacy. Paris: UNESCO, 1972. (See also 7, 8, 9). A helpful guide to motivating young people to participate in and support literacy programs both as students and teachers. This unique book concentrates on school dropouts, young workers, young migrants, and young farmers and is applicable internationally.

Griffith, William S. and Hayes, Ann P. Adult Basic Education: the State of the Art. (See 1).

Grabowski, Stanley, ed. Paulo Freire: a Revolutionary Dilemma For the Adult Educator. Syracuse: Syracuse University Publications in Continuating Education, 1972.

Hall, Budd L. and Kidd, J. Roby. Adult Learning: a Design For Action. Oxford: Pergamon Press, 1978. (See also 3, 7, 11). A plan for economic development through adult education, including case studies from Arab countries, Guinea Bissau, Hungary, Indonesia, Mozambique and Vietnam; agricultural extension, research, national statistics, role of community colleges, mass campaigns, workers' participation; and an interview with Paulo Freire.

Hoxeng, James. Let Jorge Do It: an Approach to Rural Nonformal Education. Amherst, Massachusetts: Center for International Education, University of Massachusetts, 1973. (See also 3, 7, 8). The Ecuador Nonformal Education Project is described as a model for the use of Freirian techniques toward a fusion of functional literacy and consciousness-raising in rural areas of the third world. A combination of literacy teaching techniques and dialogue are used in group meetings guided by nonprofessional educators. Program planning, teaching techniques, and games to use in the meetings are described.

I.I.A.L.M. Teaching Reading and Writing to Adults: a Sourcebook. (See 1).

Jeffries, Sir Charles. Illiteracy: a World Problem. (See 1).

Keehn, Thomas B. Functional Education For Family Life Planning: a Program Plan. (See 8).

Lockridge, Kenneth A. Literacy in Colonial New England. (See 2).

Mason, David E. Reaching the Silent Billion: the Opportunities of Literacy Missions. Grand Rapids, Michigan: Zondervan Publishing House, 1967. (See also 8). A plea for literacy evangelism --

teaching the illiterate to read so that he can benefit from the teachings of the Christian Gospel as well as eradicate poverty, overpopulation, disease, suspicion and violence. Missionaries, ministers and teachers can use literacy education as a Christian missionary tool.

Mathur, Jagdish. Adult Education for Farmers in a Developing Society. (See 3).

Mulira, Enoch. Adult Literacy and Development: a Handbook for Teachers of Adults. Nairobi: East African Literature Bureau, 1975. (See also 2, 3, 7, 8). Especially pertinent to developing countries such as in Africa (Uganda, Kenya, Tanzania). Includes a history of literacy in the world with a chapter on the work of Dr. Frank Laubach, planning, publicizing and implementing a literacy campaign, the cause of backwardnes in Africa, the role of volunteers in literacy campaigns, the role of governments in adult literacy programs, the role of UNESCO, a profile of the illiterate and the teacher, community development methods, informal adult education methods, visual and audiovisual aids, and a proposed syllabus.

Natarajan, Dandapani. Census of India 1971: Extracts From the All India Census Reports on Literacy. (See 2).

Natesh, A.M. Organization of Literacy Broadcasting in Zambia: a Manual. (See 10).

Pillai, K. Sivadasan. Education in a New Perspective. (See 3).

Sticht, Thomas G., ed. Reading For Working: a Functional Literary Anthology. Alexandria, Virginia: Human Resources Research Organization, 1974.

U.C.L.A. Nonformal Education and Social Change in Latin America. (See 3).

U.N.E.S.C.O. Illiteracy and Human Rights. Paris: UNESCO, 1968. (See also 1; see also 8, under "Phillips, H.M."). A collection of three papers: "One Must First be Able to Read," "Illiteracy: a Major Obstacle to the Effective Enjoyment of Human Rights," and a resolution on illiteracy adopted by the Second Committee of the United Nations International Conference on Human Rights.

_____. Practical Guide to Functional Literacy: a Method of Training For Development. (See 9).

Weeks, Daniel. The Photonovel: a Tool For Development. (See 13).

Wiesinger, Rita J. Light Me a Candle. Bombay: Shakuntala Publishing House, 1973. (See also 3). A report of the author's experiences

working on a UNESCO project in Dezful, Iran, for women. The project was oriented to social and economic development though literacy, hoping to bring about basic changes in life styles in the home.

Wilson, Russell C., ed. Adult Literacy and Basic Education. Alabama: Commission on Adult Basic Education, 1977. An international journal for basic adult education. Topics covered: definition of literacy; basic education through Head Start Programs; is literacy really declining?; adult performance level (APL); ten percent of US 17-year-olds are illiterate; developiong a basic training for adult basic education; teachers of English as a second language; ABE comes of age; the adult learner and career education; professionalization of adult education in the US; and supervision practices and employee relations in adult education.

5: ESOL -- English to Speakers of Other Languages

Carver, T.K. and Forinos, S.D. A Conversation Book: English in Everyday Life. Englewood, New Jersey: Prentice Hall Inc., 1977. This is a conversation book for intermediate and advanced ESL students. It is designed to give practice in idiomatic English conversation by focussing on everyday situations that students will be likely to encounter as they adjust to life in the US. It can be used with heterogeneous groups of students from varied national or educational backgrounds. Written exercises supplement the conversation exercises. A well illustrated book with sketches in each chapter.

Casewell, Andy and Lake, Sue. Teaching Beginners and Elementary Students. London: International House, 1978. Although designed mainly for teaching English as a second language, this manual covers topics such as: multiplication tables, vocabulary, skills practice (listening, speaking), and reading and writing skills. A chapter on the silent way of teaching is included.

Figurel, Allen J. Reading Goals For the Disadvantaged. (See 7).

Finochiaro, Mary. English as a Second Language: From Theory to Practice. New York: Regents Publishing Co., 1974. (See also 6, 7, 11). A practical and theoretical guide to language learning, including descriptive, generative-transformational and linguistic analyses of English, psycholinguistics, learning theory, the sound system of English, curriculum planning, listening-speaking skills, vocabulary, reading and writing, instructional materials, testing and evaluation, and seven useful appendices.

Frey, Betty J. Basic Helps For Teaching English as a Second Language. Tuscon, Arizona: Palo Verde Publishing Co., Inc., 1970. Explains how to help students from non-English speaking backgrounds and disadvantaged native English speakers acquire a sense of personal dignity, take a more hopeful view of themselves, and make progress toward realistic goals. The methods and materials described are based on sound psychological and linguistic principles, and help the learner develop fluency in speaking English, improve pronunciation, and understand sentence syntax and structure. Several useful appendices are included: an oral test of English fluency, using the Laubach charts and stories in TESL, learning to tell time, words for parts of the body with idioms, dialogues for use in content fields of science and social studies, and literacy through the TESL workshop.

Horn, Thomas D. Reading For the Disadvantaged. (See 7).

Keehn, Thomas B. Functional Education For Family Life Planning: a Program Plan. (See 8).

Lado, Robert. Language Teaching: a Scientific Approach. New York: McGraw-Hill, Inc., 1964. (See also 6, 7). A linguistic approach to teaching language, including phonetics, intonation and rhythm, reading and writing, the cultural content of literature, language testing, visual aids, and programmed learning.

Laffey, James and Laffey, Shuy. Language Differences: Do They Interfere? Newark, Delaware: International Reading Asociation. A discussion of nonstandard dialect problems, foreign language interference and reading skill acquisition, dialect and the reading process, relationship of black English to reading, and neutralizing the effect of nonstandard dialect.

Mattran, Kenneth J. Teaching Adults English as a Second Language. Atlanta: Avatar Press, 1976. Designed to serve the needs of adult basic education teachers involved in the teaching of English as a second language, this book is directed primarily to those who have had little experience with teaching ESL formally. Topics covered are: an historical background of language teaching approaches; the audio-lingual approach; teaching pronunciation, grammar, reading and writing; constructing drills and lesson plans; and testing and audiovisual aids. A distinction is made between the literate and the illiterate ESL learner.

McKeon, Donald and Poczik, Robert. Modifying English as a Second Language Materials. Albany, New York: State University of New York, Education Department, Bureau of Continuing Education Curriculum Development. (See also 7). For instructing ABE students. A practical guide for instructors of English as a second language who are teaching in adult basic education

programs, this manual suggests ways to modify formal ESL texts to meet the communication needs of the adult living in the urban setting.

Northcutt, Nevill. The Adult Performance Level Study. (See 11).

Thonis, Elanor Wall. Teaching Reading to Non-English Speakers. New York: Collier MacMillan International, 1970. (See also 6, 7, 8, 11). An overview of techniques for teaching reading to the non-native speaker, this thorough, comprehensive book discusses methods of preparation before reading is introduced, such as listening skills, visual and auditory description, perceptual skills, storytelling, the relationship between speech and print, and beginning reading. Approaches to teaching reading such as the language experience, linguistics, basal reading, individualized reading and programmed instruction, learning theory, and reading comprehension and word recognition skills development are considered, and reading in context areas such as math and social studies are examined. The author distinguishes between the student who is literate in his native language and the functionally illiterate student, and compares methods of teaching them. The readability of textbooks, the selection of material, appraisal of pupil progress, and begining literacy programs for non-English speakers are also considered.

Troike, Rudolph C. and Roberts, A. Hood. A Handbook for Teachers of Vietnamese Students. Arlington, Virginia: Center For Applied Linguistics, 1975. This book includes brief hints for dealing with cultural differences in classroom situations. Suggestions for US teachers of Vietnamese students are briefly discussed. Topics such as forms of address, shyness, coeducation, working habits, counseling, and contact with parents are covered.

6: Linguistics and Literacy

Baucom, Kenneth L. The ABCs of Literacy: Lessons From Linguistics. Buckinghamshire, England: Hulton Educational Publications, 1978. (See also 7, 13). A technical, thorough examination of the role of language in literacy from a linguistic perspective. Topics discussed include choosing a language for literacy in a given nation, developing a written language, producing literacy materials, literacy and language learning, solving special literacy problems, and linguistics and communication.

Finocchiaro, Mary. English as a Second Language: From Theory to Practice. (See 5).

Garcia, Ricardo L. Multiethnic Dimensions of Reading. (See 7).

Gudschinsky, Sarah C. Literacy: the Growing Influence of Linguistics. The Hague: Mouton, 1976. Examines trends in linguistics as they relate to literacy methods. Includes 15 pages of bibliography.

Lado, Robert. Language Teaching: a Scientific Approach. (See 5).

Thonis, Eleanor Wall. Teaching Reading to Non-English Speakers. (See 5).

Wardhaugh. Reading: a Linguistic Perspective. New York: Harcourt, Bruce & World, 1969. A look at linguistics as a body of knowledge about language from which reading researchers and teachers can draw. The book shows how transformational-generative grammar may be relevant to the teaching of reading and includes chapters on grammar, meaning, the English spelling system, and dialect.

7: Methods and Materials in Literacy

Anderson, Darrell and Niemi, John A. Adult Education and the Disadvantaged Adult. (See 12).

Barasovska, Joan. I Wish I Could Write. Syracuse: New Readers Press, 1978. (See 13, 14). This book is ideal for tutors of writing, but also is a guideline for writers. It describes problems faced by students new to writing. It gives suggestions on how the tutor could help overcome students' writing problems, including: sentence completion, listening to the sounds that usually block out (traffic, etc.), encouraging students to write five secrets, the use of alphabets, and encouraging students to help other students write.

Baucom, Kenneth L. The ABCs of Literacy: Lessons From Linguistics. (See 6).

Bonanni, Camillo. A Literacy Journey. (See 4).

Bordia, Anil; Kidd, J.R.; Draper, J.A. Adult Education in India: a Book of Readings. (See 3).

Bowren, Fay R. and Zintz, Miles V. Teaching Reading in Adult Basic Education. Dubuque, Iowa: William C. Brown Co., 1976. A very thorough, comprehensive guide for teachers which discusses the adult as a learner in reference to physical, psychological, sociological and environmental factors, learning ability, and

instructional needs. The book cites case studies of functionally illiterate adults. Readiness for reading, learning theory, approaches to beginning reading (including the Laubach method), comprehension, writing, reading for non-English speakers or those of nonstandard dialect origins, determining reading level, and readability indexes are also discussed.

Buerganthal, Thomas and Torney, Judith V. International Human Rights and International Education. (See 1).

Burke, Richard C. The Use of Radio in Adult Literacy Education. (See 10).

Campbell, D.D. Adult Education as a Field of Study and Practice. (See 3).

Camper, John H. Examples of Lesson Plans in Elementary Subjects For Adults. California State Department of Education, 1972. The booklet covers outlines of lesson plans which the teacher may use by adapting them to local needs. Outlines cover the following areas: consumer education, health practices, home and family living, and practical government. A list of suggested community resources appears at the end of a section on community resources.

Carver, T.K. and Fortinas, S.D. A Conversation Book: English in Everyday Life. (See 5).

Casey, Genevieve M. Public Library Service to the Illiterate Adult. (See 8).

Cass, Angelica, ed. Adult Basic Education I. (See 12).

Chatterjee, Bishwa Bandhu; Kumari, Sudarshan; Singh, Anand Bahadur. Voluntary Action For Adult Literacy. (See 3).

Colvin, Ruth J. and Root, Jane H. Tutor: Techniques Used in the Teaching of Reading, a Handbook For Teaching Basic Reading to Adults and Teenagers. Syracuse: Literacy Volunteers of America, 1972. A practical handbook on teaching techniques for those who have had no technical training in the teaching of basic reading. An excellent guide for tutors.

Cook, Wanda Dauksza. Adult Literacy Education in the United States. (See 2).

Dickenson, Gary. Teaching Adults: a Handbook For Instructors. Toronto: Order Department, 553 Richmond Street West. Includes chapters on adult learning, characteristics of the adult learner, course planning instruction, and evaluation. Each chapter is preceded by a pre-test assessing what the reader already knows

about the subject and is followed by a post-test assessing what has been learned from the chapter.

Dinnan, James A. and Ulmer, Curtis. Teaching Reading to the Disadvantaged Adult. Englewood Cliffs, New Jersey: 1971. A practical guide for teachers which includes an explanation of the thinking process behind reading, reading readiness, teaching visual and auditory discrimination, writing through the development of visual-motor coordination, comprehension skills, and math.

Dutton, D.; Glover, B.; Welch, B. ABE Staff Development in West Tennessee (HEW). (See 9).

Elias, M.; Elias, R.; Elias, J. Basic Processes in Adult Developmental Psychology. Saint Louis: The C.V. Mosby Company: 1977. A book on adult learning psychology. Covers the work of various psychologists and experiments on intelligence, intellectual performance, motivation, learning, memory, hormones, health, and behavior. The works of psychologists such as Thorndike, Galton, Binet and Watson are covered.

ERIC. Reading -- an ERIC Bibliography 1970-1972. New York: MacMillan Information, 1973. Annotated bibliography for reading related information in general. Contains extensive listing of readability investigation under general heading of READABILITY.

Fader, Daniel N. and McNeil, Elton B. Hooked on Books: Program and Proof. (See 14).

Farmer, James A. (Jr.) and Papagiannis, George. Functional Education For Family Life Planning. III: Program Evaluation. (See 8).

Figurel, Allen J. Reading Goals For the Disadvantaged. Newark, Delaware: International Reading Association, 1970. (See also 5, 12). Discusses the process of determining viable reading goals for culturally and educationally disadvantaged people of all ages. Interesting in that it makes a clear separation between the urban classroom situation and rural conditions. Special attention is paid to the bilingual child within minority groups. Also discusses problems with providing adults with basic education.

Finocchiaro, Mary. English as a Second Language: From Theory to Practice. (See 5).

Freire, Paulo. Pedagogy of the Oppressed. (See 4).

Frey, Betty J. Basic Helps For Teaching English as a Second Language. (See 5).

Garcia, Ricardo L. Multiethnic Dimensions of Reading. Syracuse: ERIC, 1978. (See also 6, 18). This article concerns itself with teaching students to read while making them a part of what they are reading. It says that students -- both minority and non-minority -- should be able to identify with what they read.

Gilette, Arthur. Youth and Literacy. (See 4).

Gray, William S. The Teaching of Reading and Writing. New York: UNESCO/UNIPUB, 1961. (See also 8). An old classic, commissioned by UNESCO as a comprehensive overview of literacy teaching around the world. Every serious student of world literacy should become familiar with this book.

Greene, Frank P. Reading: Reasons and Readiness. (See 1).

Griffith, William S. and Hayes, Ann P. Adult Basic Education: the State of the Art. (See 1).

Hall, Budd L. and Kidd, J. Roby. Adult Learning: a Design For Action. (See 4).

Harman, David. Functional Education For Family Life Planning. II: Program Design. (See 8).

Harris, Albert J. and Sipay, Edward R., eds. How to Increase Reading Ability. New York: David McKay Co., Inc., 1975. Good as reference book on what has been done in the area of facilitating reading learning. A general overview is the main advantage. Not too hard or too technical.

H.E.W. Tutor's Resource Handbook For Teachers, I & II. (See 9).

Hiemstra, Roger. The Teaching of Reading in Adult Basic Education. Lincoln, Nebraska: Nebraska State Department of Education, 1973.

Hillerich, Robert L. Pacemaker Core Vocabulary. Belmont, California: Fearon-Pitman Publishers, 1975. (See also 9). The book attempts to identify a reading vocabulary which can be identified by upper grade students at a 3rd grade level. It contains a 1,100-word recognition test administered to students in grades 7 through 9 who were below grade 4 in reading as well as a list of 1,021 words recognized in isolation with 95% accuracy by junior high school students reading at third grade level.

Horn, Thomas D. Reading For the Disadvantaged. New York: Harcourt, Brace & World Inc., 1970. (See also 5, 18). Strong in discussion of background of minority children and adults. Chapters stressing social background and economic background rather than psychological aspects. Discusses language

differences and their implications for teachers. Analyzes these aspects for all levels of schooling up to college.

Hoxeng, James. Let Jorge Do It: an Approach to Rural Nonformal Education. (See 4).

I.I.A.L.M. National Literacy Crusade, Theory and Organization. (See 8).

_____. Teaching Reading and Writing to Adults: a Sourcebook. (See 1).

Institute For Child Study, Indiana University. Literacy Instructor Training. (See 11).

Jeffries, Sir Charles. Illiteracy: a World Problem. (See 1).

Johns, Jerry L., ed. Literacy For Diverse Learners. Newark, Delaware: International Reading Association, 1974.

Klevins, Chester. Materials and Methods in Adult Education. New York: Klevins Publications, 1972.

Lado, Robert. Language Teaching: a Scientific Approach. (See 5).

Langerman, Philip, ed. You Can Be a Successful Teacher of Adults. Washington: National Education Association, NAPCAE, 1974. (See also 8, 11, 12). Articles include: "Facing Your Fears About Teaching Adults," "The Adult As Learner: Physiological, Psychological and Sociological Characteristics," "How the 'Group Environment' Affects Learning," "Diagnosing Students' Needs and Establishing Objectives," "Developing a Curriculum That Meets Student Needs," "Selecting Appropriate Instructional Materials," "How to Teach What You Know," "How and When to Use Audiovisual," "Ways to Evaluate Student Progress," and "Tips on Teaching."

Laubach, Frank C. and Laubach, Robert S. Toward World Literacy: the Each One Teach One Way. Syracuse: Syracuse University Press, 1960. Experiences of the founders of the literacy movement in developing literacy programs and campaigns around the world in developing countries. Teaching illiterates is discussed in part 1 and writing for new literates in part 2. Included are Engliddish and English charts using the Laubach method and an explanation of how to teach with them, as well as appendices including the Thorndike-Lorge word lists, readability formulas, and other information sources.

Leagans, Paul J.; Copeland, Harlan G.; Kaiser, Gertrude E. Selected Concepts From Educational Psychology and Adult Education For Extension and Continuing Educators. (See 12).

Lyman, Helen Huguenor. Literacy and the Nation's Libraries. (See 8).

Lynch, Robert and Smith, Mona. In-Camp Education For Migrant Farmworkers. (See 8).

Margano, Joseph A., ed. Strategies For Adult Basic Education. (See 8).

Maryland State Department of Education. Basic Education: Teaching the Adults. (See 9).

Mathur, Jagdish. Adult Education For Farmers in a Developing Society. (See 3).

McDonough, Frances S. Basic Remedial Education. (See 9).

McKeon, Donald and Poczik, Robert. Modifying English as a Second Language Materials. (See 5).

Mezirow, Jack; Darkenwald, Gordon G.; Knox, Alan B. Last Gamble on Education. (See 8).

Morrison, Marshall Lee. A Handbook For Adult Basic Education. (See 8).

Mulira, Enoch. Adult Literacy and Development: a Handbook For Teachers of Adults. (See 4).

N.A.P.C.A.E. The Second Treasury of Techniques For Teaching Adults. Washington: NAPCAE, 1970. (See also 9, 11, 12, 17). Techniques for teaching adults -- programmed instruction, students teaching other students, individualization of instruction with free or low-cost materials, testing and evaluating adult students.

_____. Tested Techniques For Teachers of Adults. Washington: NAPCAE, 1972. (See also 9, 11, 12, 17). Describes tested techniques for teachers of adults. Covers characteristics of adult students, problems of the adult student and why planning with adults is important. Methods of teaching reading, tips for students, simulation techniques and a self-checklist for the teacher of adults are described. Research on teaching for creativity is also briefly described.

_____. When You're Teaching Adults. Washington: NAPCAE, 1959. (See also 9, 11, 12, 17). Offers information on characteristics of the adult student, tips for successful teaching and how to involve students in planning by inviting their interests, needs and goals. A variety of methods which aid learning and resources which can be used are discussed.

_____. When You're Teaching Adults. (Abridged). Florida State Department of Education, 1974. (See also 9, 11, 12, 17). Covers: characteristics of adult learners, planning courses, tips for successful teaching, a variety of teaching methods, resources for enriching teaching.

Neijs, Karel. Literacy Primers: Construction, Evaluation and Use. New York: UNESCO/UNIPUB, 1961. Old, but still valuable, compact yet comprehensive review of various literacy methods to teach illiterates in use in many lands. Profusely illustrated with examples from many literacy primers.

O'Donnell, Michael P. Teaching Reading to the Untaught. New York: Multimedia Education., Inc., 1975. Presents a curriculum design for teaching reading to functional and total illiterates, including information on testing, diagnosis of reading problems, phonics, structural analysis, comprehension and specialized reading skills. It also stresses the importance of relating curriculum to needs, interests and experience of the learner.

Otto, Wayne and Ford, David. Teaching Adults to Read. Boston: Houghton Mifflin Co., 1967. (See also 12, 13, 14). Coverage of the possible feelings and backgrounds of the new adult learner and an extensive section on basic materials, supplementary materials, and materials for teaching foreign-born adults.

Palmer, Robert and Hendrickson, Andrew. Leadership Skills in Adult Basic Education. Tallahassee, Florida: Department of Adult Education, Florida State University, 1969. (See also 8, 9, 12). Based on Southeastern Institute For Teachers trainees in ABE, Florida State University workshop of July 8-26, 1968. Reports on the role of the ABE teacher in community relations, group methods for teaching in ABE, training teachers for teaching writing skills in ABE, the diagnostic approach to teaching adults, the development of self-concept through pre-vocational training, a model ABE classroom using individualized instruction, family life, parent-child relationships, consumer education in ABE, public relations, student motivations, and recruitment of students.

Pope, Lillie. Guidelines to Teaching Remedial Reading. Brooklyn, New York: Book-Lab, Inc. A guide especially practical for tutors on how to find the student's reading grade level, testing comprehension and reading skills, methods of teaching and choosing the method, and teaching English to speakers of other languages. Sample lesson plans are included.

_____. Tutor: a Handbook for Tutorial Programs. Brooklyn, New York: Book-Lab, Inc., 1976. Use of volunteer tutors in schools, profile of tutor characteristics, recruiting volunteers and students, tutor-student matching,

record-keeping, materials needed for teaching, how to be a good teacher, how to evaluate a student, and an explanation of learning problems.

_____; Edel, Deborah; Haklay, Abraham. Tutor's Sampler. Brooklyn, New York: Book-Lab, Inc., 1973. (See also 13, 16). Valuable information on the multi-sensory approach is given. It covers the various senses used in receiving information. The teacher is encouraged to use as many sensory pathways as possible when teaching. This information is also very helpful for writers. Other topics included are: reading evaluation, knowing left and right when reading and writing, making the letters and correcting letter and word reversals and confusions.

Quintanilla, Richard and Pacheo, Laraine Marcus. Native Language Arts. Brooklyn, New York: Board of Education of the City of New York, Office of High Schools, 1978. (See also 8). A high school literacy program for limited English speaking students, this practical guide includes a program description; sample lessons, worksheets, reading passages, and exams; and basic reference materials in Spanish.

Rauch, David B., ed. Priorities in Adult Education. (See 8).

Redfern, Margaret. New Readers Start Here. London: The Library Association, 1975. A list of materials for use with new readers: books, flash cards, crossword puzzles, maps, and the like. It may be difficult to obtain the materials overseas.

Roberts, David J. Reader Guidance Services For Disadvantaged Adults. Morehead, Kentucky: Appalachian Adult Education Center, Morehead State University, 1977. (See also 9). A practical guide for exposing the poor reader to suitable materials in the library. Discussed are staff sensitivity and training, interagency cooperation and materials selection criteria. A list of publishers of easy adult materials is included.

Ruchlis, Hy. Guidelines to Education of Nonreaders. (See 8).

Ryono, Susan. Getting to Know You. Frank Schaffer Publications, 1978. (See also 9). Designed to help teachers and students to know each other better (greetings, etc). Covers diverse family situations. Pages provided for "own illustration" and space for writing answers. Covers topics such as interviews, foods, my friends. Pictures may also be inserted in spaces provided. Spirit duplicating arrangement provided.

du Sautoy, Peter. Manuals on Adult and Youth Education. The Planning and Organization of Adult Literacy Programs in Africa. (See 3).

Scurifman, V.M., ed. Guidelines For ABE Learning Centers. (See 8).

Sims, Annalee. The Role of the Newspaper in Teaching Reading to the Functionally Illiterate Adult. (See 10).

Singer, Harry and Ruddell, Robert B., eds. Theoretical Models and Processes of Reading. Newark, Delaware: International Reading Association, 1976. (See also 18). Intended to be a basic reference book in reading analyzed from a theoretical point of view. Extremely technical in most of its chapters. One excellent chapter by R.P. McDermott is especially useful for anyone interested in cross-cultural differences in reading comprehension. These differences are discussed as problems of coding and decoding due to cultural discrepancies. Suggests a profound study of local culture before trying to come up with practical solutions. As far as the rest is concerned, it is a heavily technical book, although complete.

Singh, Sohan. Learning to Read and Reading to Learn: an Approach to a System of Literacy Instruction. Tehran: Hulton Education Publications, 1976. A systematic means of literacy instruction through a spiral approach system is organized and modelled. The spiral approach is used to develop subject matter and to teach reading and math.

Smith, Carl B. and Fay, Leo C. Getting People to Read (Volunteer Programs That Work). (See 8).

Smith, Edwin H. Literacy Education For Adolescents and Adults. (See 1).

_____ and Culyer, Richard. Teaching Reading to Adults. Simon and Schuster, NAPCAE, 1975. (See also 11). Chapter 8 of this book covers briefly information on preparing and evaluating adult literacy materials. Otherwise the book covers reading programs.

Spache, George D. Good Reading For Poor Readers. Champlain, Illinois: Garrard Publishing Co., 1972. (See also 15). Contains an extensive listing of where to go for materials relating to teaching of reading. Also contains a short but quite good article on readability formulas, their historic development and the reasons for applying them. Good to get an idea of what is available. In an appendix, the author presents and discusses his own readability formula.

Srinivason, Lyra. Perspectives on Nonformal Adult Learning. New York: World Education, 1976 (?). (See also 8). A summary of adult education technique and theory, showing how both work together.

Stauffer, Russell G. The Language Experience Approach to the Teaching of Reading. New York: Harper and Row, 1970.

Thiagarojan, Sivasailam. Programmed Instruction For Literacy Workers. Tehran: Hulton Education Publications, 1976. A practical guide explaining to literacy workers how to use programmed instruction for various kinds of subject matter and for literacy skills analysis. The programming process is explained in detail.

Thonis, Eleanor Wall. Teaching Reading to Non-English Speakers. (See 5).

Tough, Allen. The Adult's Learning Projects: a Fresh Approach to Theory and Practice in Adult Learning. (See 11).

Tripathi, Virendra. A Guide to Functional Literacy For Literacy Administrators and Workers. Lucknow: Literacy House, 1970. (See also 8, 9, 11). Methods of teaching language to functionally illiterate adults, the organization of literacy classes, teaching materials and equipment, audio-visual materials, teaching reading and writing, follow-up of students and what to do about drop-outs, testing, and record-keeping.

Ulmer, Curtis. Teaching the Disadvantaged Adult. Athens, Georgia: University of Georgia, 1968. (See also 12). A comprehensive guide for teachers of disadvantaged adults in America to help them to understand the many practical, psychological and educational problems of their students and to deal with them in an effective manner.

Utah State Board of Education. Adult Basic Education: Instruction Materials Guide. Salt Lake City, Utah: Utah Adult Education Services, 1969. A guide to some materials that may be obtained for more effective instruction of adult basic education students. Categories listed are: instructional materials; instructional materials by publisher and curriculum area; instructional materials by curriculum area, including books, pamphlets, brochures and related materials; audiovisual instructional materials; materials for teachers and administrators; publishers and suppliers.

Warren, V.B. How Adults Can Learn More Faster. NAPCAE. (See also 9). A practical handbook guide for adult students: offers hints for successful learning -- how to concentrate, how to listen, how to read faster, how to take tests and exams, and how to be a successful group participant. A useful book for teachers of adults in aiding their students to learn successfully.

_____, ed. A Treasury of Techniques For Teaching Adults. Washington: NAPCAE, 1973. Down-to-earth advice on how to make lesson plans, how to group adult students, how to make a class

varied and interesting, and how to prevent students from dropping out.

Weaver, Frank B. Helping Slow Learners and Undereducated Adults. Brentwood, Maryland: Class National Publishing, Inc., 1971. (See also 12). Techniques to help both the child and the adult, including a description of the characteristics of the undereducated adult, instruction methods, and using programmed materials.

Wiesner, Peter. The SALEM Cable Television Project: Final Report. (See 10).

World Education. AIM: a Creative Approach to Teaching Adults. New York: World Education, 1974-1977. AIM (Apperception Interaction Method) offers materials revelant to the adult learner's life presented in a valuating atmosphere that reinforces the learner's sense of growth. The booklet contains short stories for adults written by teachers using materials presented by the students in their discussions. There are 11 leaflet issues in this booklet.

8: Program Organization

Aker, George F. and Hornberry, Gerald C. Strategies For Decision Making in Adult Basic Education. (See 11).

American Library Association. The Right to Read and the Nation's Libraries. Chicago: American Library Association, 1974. A collection of articles indicating attitudes and rationales for involvement by the public library in the Right to Read effort. A discussion of individual library-centered programs for illiterate is included.

Anderson, Darrell and Niemi, John A. Adult Education and the Disadvantaged Adult. (See 12).

Beder, Harold and Smith, Franceska. Developing an Adult Education Program Through Community Linkages. Washington: Adult Education Association of the USA, 1977. Describes an approach to recruiting and retaining students, securing supportive services, increasing program visibility, prestige, and revenues.

Bordia, Anil; Kidd, J.R.; Draper, J.A. Adult Education in India: a Book of Readings. (See 3).

Buergenthal, Thomas and Torney, Judith V. International Human Rights and International Education. (See 4).

Campbell, D.D. Adult Education as a Field of Study and Practice. (See 3).

Casey, Genevieve M. Public Library Service to the Illiterate Adult. Wayne State University, 1972. (See also 7). Proceedings of a seminar held from March 9 to 11, 1972. An overview of specific library literacy projects, plus guidelines for services to the adult new reader. A profile of the functionally illiterate adult and two bibliographies are included.

Charters, Alexander N. Aids to Access -- Resources in Adult Education. (See 1).

_____ and Hilton, Ronald. Who We Are: What Some Educators Say About Their Characteristics, Competencies and Roles Syracuse: 220 Huntington Hall, Syracuse University, 1978. This is a report of research carried out to find what full-time administrators of adult education programs do on the job, how they feel about what they do, and how they prepare or feel they should be preparing to achieve the goals they identify as essential to doing those jobs well. The questionnaire used is provided in the report. Virtually all respondents decribed their roles as "primarily administrative." The report is worth reading by people involved in or preparing for careers in adult education.

Chatterjee, Bishwa Bandhu; Kumari, Sudarshan; Singh, Anand Bahadur. Voluntary Action For Adult Literacy. (See 3).

Coles, Edwin K. Townsend. Adult Education in Developing Countries. Oxford: Pergamon Press. Ltd. (See also 4). Coles talks about the adult literacy program as a process. He gives ideas about providing agencies, administration and finances, teaching methods, buildings, staff training, research and evaluation from the perspective of his experiences in 20 developing countries as a UNESCO adult education program specialist.

Cook, Wanda Dauksza. Adult Literacy Education in the United States. (See 2).

ERIC. Reading -- an ERIC Bibliography 1970-1972. (See 7).

Farmer, James A., (Jr.) and Papagiannis, George. Functional Education For Family Life Planning. III: Program Evaluation. New York: World Education, 1975. (See also 4, 7, 11). Third book in a monograph series for the integration of family planning education with literacy and nonformal adult education. This book explains a decision-making approach to evaluation by defining its roles and methodologies and determining what to evaluate. A useful appendix of 20 rules of thumb for conducting an evaluation is included. (See below under "Keenh, Thomas B." for volume I and under "Harman, David" for volume II).

Freire, Paulo. Pedagogy of the Oppressed. (See 4).

Gilette, Arthur. Practical Guide to Functional Literacy. Paris; UNESCO, 1973. Literacy Training; inventiony of economic, techno-occupational and socio-economic objectives in the agricultural and industrial milieu; training objectives and needs; pedagogical methods.

_____. Youth and Literacy. (See 4).

Grabowski, Stanley. Adult Basic Education National Teacher Training Study. Part III: Survey of Needs. Kansas City: School of Education, Division of Continuing Education, University of Missouri, 1972. Survey of students, teachers and administrators in ABE.

Gray, William S. The Teaching of Reading and Writing. (See 7).

Grebelsky, Ora. From Illiteracy to Literacy. (See 3).

Greene, Frank P. Reading: Reasons and Readiness. (See 1).

Griffith, William S. and Hayes, Ann P. Adult Basic Education: the State of the Art. (See 1).

Hanna (Jr.); Himber; Robertson; Moser. Training Volunteer Leaders. National Council of YMCAs, 1973. This manual describes a comprehensive training program for leaders of small groups. It is intended for and useful to the leaders of any organization in which persons come together in groups to achieve their objectives. The manual might offer general help for program organization and the training of teachers. It is not specifically for literacy work.

Harman, David. Functional Education For Family Life Planning. II: Program Design. New York: World Education, 1973. The second book in a monograph series for the integration of family planning education with literacy and nonformal adult education. This book covers planning, target population and preprogram surveys, curriculum design, teaching methods, curriculum development and the preparation of materials, the recruitment and training of teachers, program administration, and how to evaluate family life planning education projects. (See below under "Keehn, Thomas B." for volume I and above under "Farmer, James A." for volume III).

H.E.W. Tutor's Resource Handbook For Teachers, I & II. (See 9).

Howard, Ron; Reul, M.; Carter, J.; George, John. Strategies and Responsibilities in Adult Basic Education Programs. Ohio Department of Education, 1973. Covers views of four consultants on recruitment strategies, Applachia heritage, the learning

laboratory approach, reading instruction for illiterate adults and teaching English as a second language.

Hoxeng, James. Let Jorge Do It: an Approach to Rural Nonformal Education. (See 4).

I.I.A.L.M. National Literacy Crusade, (the First Year). (See 3).

_____. National Literacy Crusade, Theory and Organization. Tehran: P.O. Box 1555, 1977. (See also 3, 7, 9, 11). This report covers the following topics: the design of the National Literacy Crusade; educational programs and teaching staff; organization of the National Literacy Crusade; planning and budgeting; control and evaluation.

_____. Teaching Reading and Writing to Adults: a Sourcebook. (See 1).

Jeffries, Sir Charles. Illiteracy: a World Problem. (See 1).

John, Jerry. Literacy For Diverse Learners. Newark, Delaware: International Reading Association. A collection of articles on dialect, reading materials and the culturally diverse; builingualism; intelligence; sex and reading achievement; programs to help disabled readers; promoting literacy through the adult school program.

Keehn, Thomas. Functional Education For Family Life Planning: a Program Plan. New York: World Education, 1971. (See also 1, 4, 5). First book in a monograph series for the integration of family planning education with literacy and nonformal adult education programs. With a focus on international technical assistance, the book describes World Education's experiences in Asia, Africa and Latin America. An overall program strategy is developed. World Education is associated with Literacy House in India. (See above under "Harmon, David" for volume II and under "Farmer, James A." for volume III).

Kent, W.P. Job-Related Adult Basic Education. Vol. II. Falls Church, Virginia: System Development Corporation, 1971.

Langerman, Philip, ed. You Can Be a Successful Teacher of Adults. (See 7).

Lanning, Frank W. and Many, Wesley A. Basic Education For the Disadvantaged Adult. New York: Houghton Mifflin, 1966. An overview of literacy in the US; the psychology of the illiterate; programs for literacy; materials and methods. A comprehensive study of the US problem.

Laubach, Frank C. and Laubach, Robert S. Toward World Literacy: the Each One Teach One Way. (See 7).

Lyman, Helen Huguenor. Literacy and the Nation's Libraries. Chicago: American Library Association, 1977. Offers suggestions to librarians for organization of literacy classes in library, for training tutors to teach basic reading skills. Tells how to make library resources available to other literacy programs via reinforcing their curricula. Provides overview of the reading process and basic approaches to teaching reading skills.

Lynch, Robert and Smith, Mona. In-Camp Education For Migrant Farmworkers. Geneseo, New York: Geneseo Migrant Center, State University College of Arts and Sciences.

Margano, Joseph A., ed. Strategies For Adult Basic Education. Newark, Delaware: International Reading Association, 1969. A survey of current ABE programs, teaching reading to educationally disadvantaged adults, the Job Corps Literacy Program, Detroit Urban Adult Institute, computer-assisted instruction in ABE, and teacher-training.

Mason, David E. Reaching the Silent Billion: the Opportunity of Literacy Missions. (See 4).

Mathur, Jagdish C. Adult Education For Farmers in a Developing Society. (See 3).

Mezirow, Jack; Darkenwald, Gordon G.; Knox, Alan B. Last Gamble on Education. Washington: Adult Education Association of the USA, 1975. A profile of students, teachers, counselors, paraprofessionals, directors, and obtaining resources from the community.

Morrison, Marshall Lee. A Handbook For Adult Basic Education. Alabama State Unversity. This handbook covers the planning and implementation of adult education programs. It suggests methods and means of improving services to the deprived and considers the problem of communicating and interacting with the deprived. A discussion of curriculum practices, techniques, tools, and trends in ABE is given in chapters 6 and 7.

Mulira, Enoch. Adult Literacy and Development: a Handbook For Teachers of Adults. (See 4).

N.A.P.C.A.E. In-Service Training For Teachers of Adults. (See 9).

Natesh, A.M. Organization of Literacy Broadcasting in Zambia: a Manual. (See 10).

National Advisory Council on Adult Education. A Target Population in Adult Education. Washington: Superintendent of Documents, US Government Printing Office. Target population is the adult

population 16 years and older who did not complete high school. Links level of school attainment and person's earning power, ability to provide support, motivation to self-improvement, ability to function as a good citizen and influence upon his children. Includes state demographic data, PTBE enrollment, migrant workers, prison inmates.

Palmer, Robert and Hendrickson, Andrew. Leadership Skills in Adult Basic Education. (See 7).

Phillips, H.M. Functional Literacy: Why and How. New York: UNESCO/UNIPUB, 1970. Introduction to functional literacy -- its meaning, implementation, initial results, future action relating to it.

_____. Illiteracy and Human Rights. New York: UNESCO/UNIPUB, 1968. (See also 4, under "UNESCO"). Three papers -- "One Must be Able to Read," "Illiteracy: a Major Obstacle to the Effective Enjoyment of Human Rights," and a resolution on illiteracy adopted by the Second Committee of the UN International Conference on Human Rights.

_____. Literacy and Development. New York: UNESCO/UNIPUB, 1970. Motivations to literacy and its attainment, literacy and economic growth, literacy and agricultural and industrial productivity.

_____. The Training of Functional Literacy Personnel: a Practical Guide. New York: UNESCO/UNIPUB, 1973. Technical, systematic approach; examples of specific literacy projects in Algeria and Iran.

Pope, Lillie. Tutor: a Handbook For Tutorial Programs. (See 7).

Quintanilla, Richard and Pacheo, Laraine Marcus. Native Language Arts. (See 7).

Rauch, David B., ed. Priorities in Adult Education. 1972. This book offers guidelines on aspects of adult education from program inception through final evaluation. Areas covered are: individual needs of the community; the functioning of boards and communities in adult education; the role of volunteers and professionals; starting an adult education program; adult education projects in small group settings; planning conferences; seminars and workshops for large groups of adults; and the role of the public relations factor.

al Rawi, Musari, ed. Education of the Masses. Cairo: ARLO, 1978. Articles by various authors on literacy programs in Iraq and Syria. Articles on teaching of mathematics, common vocabulary

lists, and the role of information media. In Arabic and English.

Ruchlis, Hy. Guidelines to Education of Nonreaders. Brooklyn, New York: Book Lab, Inc., 1973. (See also 7). Guidelines on motivating the nonreader, teaching reading to the nonreader, organizing programs in secondary schools and in prisons and other non-school areas. Includes five case histories.

du Sautoy, Peter. Manuals on Adult and Youth Education. The Planning and Organization of Adult Literacy Programs in Africa. (See 3).

Schmidt, Susan K. Utilizing Volunteers in Expanding Services to Disadvantaged Adults. (See 9).

Scurifman, V.M., ed. Guidelines For ABE Learning Centers. HEW, New Jersey Department of Education, 1970. (See also 7, 11, 12). Provides empirical information on administration, operational precedures, counselling; and instruction for administrators, instructional staff and counselors who are new to the learning center approach for adult basic program development. Information provided was a result of the staff experiecnces at the Camden and Newark ABE Learning Centers.

Seaman, Dan F. Preventing Dropouts in Adult Basic Education. Tallahassee: Florida State University, 1971.

Shacklock, Floyd. World Literacy Manual. New York: Lit-Lit (now Intermedia), 1967. An overview of literacy programs, from the perspective of Christian missions. Still valuable for the missionary and indigenous Christian literacy worker.

Smith, Carl B. and Fay, Leo C. Getting People to Read (Volunteer Programs That Work). New York: Dell Publishing Co., 1973. (See also 7, 9). Volunteers and nonprofessionals and their work in eradicating illiteracy in the USA. Out-of-school reading programs, e.g. in Harlem; working with migrant families; programs for preschool children; programs run by retired men and women. Also: how reading centers can be established; successful and unsuccessfuil reading centers; hints on curriculum and funding; word games, exercises and drills; comprehensive bibliography.

Smith, Edwin H. Literacy Education For Adolescents and Adults. (See 1).

Srinivason, Lyra. Perspectives on Nonformal Adult Learning. (See 7).

Thonis, Eleanor Wall. Teaching Reading to Non-English Speakers. (See 5).

Tough, Allen. The Adult's Learning Projects: a Fresh Approach to Theory and Practice in Adult Learning. (See 11).

Tripathi, Virendra. A Guide to Functional Literacy For Literacy Administrators and Workers. (See 7).

U.C.L.A. Nonformal Education and Social Change in Latin America. (See 3).

Valencia, Atilano A. and Olivero, James L. Innovative and Dynamic Instructional Approaches to Adult Basic Education. Albequerque, New Mexico: Southwestern Cooperative Educational Laboratory, Inc., 1969.

Walden, B.; Blair, C.; Brown, L. Recruitment and Retention of the Adult Learner. Montgomery, Alabama: Alabama State Department of Education, 1975. This handbook discusses the techniques used in recruiting and retaining adult learners. It also discusses the characteristics of the potential adult learner.

9: Training of Teachers

Campbell, D.D. Adult Education as a Field of Study and Practice. (See 3).

Cass, Angelica, ed. Adult Basic Education I. (See 12).

Chatterjee, Bishwa Bandhu; Kumari, Sudarshan; Singh, Anand Bahadur. Voluntary Action For Adult Literacy. (See 3).

Dutton, D.; Glover, B.; Welch, B. ABE Staff Developmenmt in West Tennessee (HEW). Memphis: Memphis State Unversity, 1972. Report of two workshops conducted as follow-ups to summer programs. Topics covered: reading, guidance and counseling, materials, records and administration, and organization of in-service programs.

Gilette, Arthur. Youth and Literacy. (See 4).

Griffith, William S. and Hayes, Ann P. Adult Basic Education: the State of the Art. (See 1).

Hanna (Jr.); Himber; Robertson; Moser. Training Volunteer Leaders. (See 8).

Harman, David. Functional Education For Family Life Planning. II: Program Design. (See 8).

H.E.W. Tutor's Resource Handbook For Teachers, I & II. Department of Health, Education and Welfare, 1974. (See also 7, 8). This publication is part of a series of three handbooks developed for the Right to Read tutor-training program. It provides guidelines for tutor-trainers, reading directors, and the community coordinators who need help in organizing programs for training reading tutors at the local level.

Hillerich, Robert L. Pacemaker Core Vocabulary. (See 7).

Howard, Ron; Reul, M.; Carter, J.; George, John. Strategies and Responsibilities in Adult Basic Education Programs. (See 8).

I.I.A.L.M. Directory of Organizations Offering Literacy Training Courses. (See 1).

_____. Directory of Universities and Institutes Offering Literacy Training Programs. (See 1).

_____. National Literacy Crusade (Theory and Organization). (See 8).

Luke, Robert A. How to Train Teachers to Train Adults. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1971. (See also 11). This booklet is one of a series on adult education. It describes the unique aspects of training teachers of adults. It emphasizes planning -- the functions of the planning committee, involving participants in the program, characteristics of adult students as against younger students are explained. A brief discussion of evaluation, self-evaluation and evaluation techniques is included.

Maryland State Department of Education. Basic Education: Teaching the Adults. 1975. (See also 7, 10, 11). This work manual is primarily for the new teacher or staff member in Adult Basic Education and considers practices in the field. There are 30 lesson series which focus on the fundamental principle that the adult educator, in order to determine what to teach, must understand who the learner is and what he is like. The manual is designed to use with a college-credit course or with in-service training. Some of the topics covered: the adult learner, designing the program, curriculum content, methods, methods and materials, telelessons, learning modules.

McDonough, Frances S. Basic Remedial Education. Nashville: Manpower Development Training, 1968. (See also 7). This handbook is intended primarily for instructors, but it also provides information to administrators, guidance personnel, and occupational teachers. The handbook offers a suggested course outline, sample plans, lists of instructional materials and aids, ability levels and pertinent characterisctics of each level,

enrolment materials, suggested references for professional concerns, forms and numerous shop glossaries. Covers all levels of basic remedial education, grades 0 through 9.

N.A.P.C.A.E. In-Service Training For Teachers of Adults. 1961. Covers information on how to organize a complete, systematic in-service training program, how to orient to adult education, obstacles to adult learning, and how to select effective teaching.

_____. The Second Treasury of Techniques For Teaching Adults. (See 7).

_____. Tested Techniques For Teachers of Adults. (See 7).

_____. When You're Teaching Adults. (See 7).

_____. When You're Teaching Adults. (Abridged). (See 7).

National Advisory Council on Adult Education. A Target Population in Adult Education. (See 8).

Noar, Gertrude. Sensitizing Teachers to Ethnic Groups. Allyn and Bacon, Inc. This book discusses what teachers should know about blacks, American Indians, Spanish-speakers, Asian-Americans, Jews, and the disadvantaged. It is useful for teachers and for writers for adult new literates.

Palmer, Robert and Hendrickson, Andrew. Leadership Skills in Adult Basic Education. (See 7).

Rauch, David B., ed. Priorities in Adult Education. (See 8).

Roberts, David J. Reader Guidance Services For Disadvantaged Adults. (See 7).

Ryono, Susan. Getting To Know You. (See 7).

du Sautoy, Peter. Manuals on Adult and Youth Education. The Planning and Organization of Adult Literacy Programmes in Africa. (See 3).

Schmidt, Susan K. Utilizing Volunteers in Expanding Services to Disadvantaged Adults. Morehead, Kentucky: Appalachian Adult Education Center, Morehead State University, 1974. A general, practical guide for the utilization of volunteers by public libraries. Planning, recruiting, training, supervising, and costs are discussed as well as problems commonly encountered when employing volunteers.

Sharma, K.D. Literacy Teachers: Interpretative Bibliography. Tehran: IIALM, 1978.

Smith, Carl B. and Fay, Leo C. Getting People to Read (Volunteer Programs That Work). (See 8).

Smith, Edwin H. Literacy Education For Adolescents and Adults. (See 1).

Tough, Allen. The Adult's Learning Projects: a Fresh Approach to Theory and Practice in Adult Learning. (See 11).

Tripathi, Virendra. A Guide to Functional Literacy For Literacy Administrators and Workers. (See 7).

U.N.E.S.C.O. Practical Guide to Functional Literacy: a Method of Training For Development. New York: UNESCO/UNIPUB, 1973. (See also 4).

_____. The Training of Functional Literacy Personnel: a Practical Guide. New York: UNESCO/UNIPUB, 1973.

Vonderhaas, K.; Mooker, D.W.; Leibert, R.E.; Maas, V. Tests For Adult Basic Education Teachers. (See 11).

Warren, V.B. How Adults Can Learn More Faster. (See 7).

Wilson, Russell C. Adult Literacy and Basic Education. (See 4).

10: Mass Media and Literacy

Allen, D.W. An Experiment in Education. Syracuse: New Readers Press, 1961. A study of the use of the Laubach method on film in the Ohio State Reformatory. Note: the Laubach method in English has since been revised completely from that described in this study.

Burke, Richard. The Use of Radio in Adult Literacy Education. Tehran: Hulton Education Publications, 1976. A practical guide to the use of radio in adult literacy education both as a promotion tool and as an instructional medium, including total costs of developing and broadcasting radio programs, how to analyze the audience, program development, the use of dialogue and interviews, production facilities available and needed, obtaining personnel, drawing up schedules, preparing volunteers to use the radio effectively, chacteristics of the actual broadcast, games that can be used, a description of actual

programs for new literates and field workers, and criteria for evaluating radio programs.

Hall, Budd L. Voices For Development: the Tanzanian National Radio Study Campaigns. Cambridge: International Extension College, 1974. Traces the development of Tanzania's national radio study campaigns to educate members of Tanzania's cooperative societies via radio programs, texts, and study group leaders. Advantage of radio shown to be that of reaching large numbers of people, arousing interest in political, social and economic development programs and cutting educational costs.

Hornick, Robert C. et al. Television and Educational Reform in El Salvador: Final Report. Stanford, California: Stanford University Institute for Communication Research. An evaluation of the Instructional Television (ITV) educational reform project launched by the government of San Salvador, concentrating on the setting and origins of the ITV system; student learning, attitudes and aspirations; teacher attitudes and behavior; efficiency and cost of the new systems; major accomplichments; and the relevance of the project to other countries.

I.I.A.L.M. Teaching Reading and Writing to Adults: a Sourcebook. (See 1).

Lyman, Helen Huguenor. Literacy and the Nation's Libraries. (See 8).

Maddison, John. Radio and Television in Literacy. Paris: UNESCO, 1971. A survey of the use of broadcasting media in combatting illiteracy among adults, instructing illiterates, mobilizing training instructors, and in promotion and publicity campaigns. Conditions in 1969 in countries all over the world are described. The questionnaire used in the study is printed, as well as actual specimens of graphic materials and scripts used in broadcasting programs in Jamaica, Yugoslavia and Tunisia.

Maryland State Department of Education. Basic Education: Teaching the Adults. (See 9).

Mathur, Jagdish C. Adult Education For Farmers in a Developing Society. (See 3).

Natesh, A.M. Organization of Literacy Broadcasting in Zambia: a Manual. Zambia: UNESCO, 1972. Radio educational programs designed to alleviate in developing countries the problem of obliviousness to the benefits of literacy. The programs, based on education through entertainment, are aimed at motivation, information and instruction with active participation by the audience.

Rossman, Mark. A Model to Recruit Functionally Illiterate Adults Into Adult Basic Education Programs. (See 11).

Sims, Annalee. The Role of the Newspaper in Teaching Reading to the Functionally Illiterate Adult. Annalee Sims, 1969. (See also 7). A series of lesson plans using the newspaper to teach reading to the functionally illiterate adult is described. A sample of each type of lesson plan is given. The lessons are designed to enable the student to eventually read the newspaper on his own.

U.N.E.S.C.O. Radio and Television in Literacy: a Survey of the Use of Broadcasting Media in Combating Illiteracy Among Adults. 1971.

Wiesner, Peter. The SALEM Cable Television Project: Final Report. Upper Montclair, New Jersey: Montclair Multimedia Center, 1975. (See also 7, 11 12). An experimental demonstration in the use of cable TV and paraprofessional tutors as an alternative to traditional ABE classroom instruction.

11: Testing, Evaluation and Research in Literacy

Aker, George F. and Hornberry, Gerald C. Strategies For Decision Making in Adult Basic Education. 1971. (See also 8). This is a final report of Strategies For Decision-Making in Adult Basic Education, a project conducted by the Department of Adult Education, Florida State University. The primary focus is the decision-making process used by state directors in managing the national ABE program.

Allen, D.W. An Experiment in Education. (See 10).

Bikaner Adult Education Association. Evaluation Study: Adult Literacy Project. (See 4).

Chatterjee, Bishwa Bandhu; Kumari, Sudarashan; Singh, Anand Bahadur. Voluntary Action For Adult Literacy. (See 3).

Erikson, Donald and Nichols, Martha, eds. Learning How to Learn. Cheyenne, Wyoming: WICHE, 1970. A series of articles written for a seminar, of which three cover adult learning. Butman discusses how adults learn, barriers to adult learning and conditions for effective adult learning. Jensen discusses similarities and contrasts of adult learning. Anderson discusses how adults learn in groups. Otherwise the project seminar covers

a medical program encompassing Idaho, Montana, Nevada and Wyoming.

Farmer, James A. (Jr.) and Papagiannis, George. Functional Education For Family Life Planning. III: Program Evaluation. (See 8).

Finocchiaro, Mary. English as a Second Language: From Theory to Practice. (See 5).

Griffith, William S. and Hayes, Ann P. Adult Basic Education: the State of the Art. (See 1).

Grotelueschen et al. An Evaluation Planner. Urbana, Illinois: University of Illinios, College of Education, 1974. How to evaluate adult literacy programs.

Hall, Budd L. and Kidd, J. Roby. Adult Learning: a Design For Action. (See 4).

Harmon, David. Functional Education For Family Life Planning. II: Program Design. (See 8).

Hornik, Robert C. et al. Television and Educational Reform in El Salvadore: Final Report. (See 10).

Howard, Ron; Reul, M.; Carter, J.; George, John. Strategies and Responsibilities in Adult Basic Education Programs. (See 8).

I.I.A.L.M. National Literacy Crusade (Theory and Organization). (See 8).

Institute For Child Study, Indiana University. Literacy Instructor Training. Indiana Institute For Child Study, 1978. (See also 7). This is a final report of a research project undertaken in Bloomington for the purpose of producing five TV/film workshops in color to train teachers and paraprofessional tutors for teaching reading to adult functional illiterates. The report covers preservice and inservice training sessions, the evaluation of materials for teaching and the evaluation of the five workshops.

Langerman, Philip, ed. You Can Be a Successful Teacher of Adults. (See 7).

Luke, Robert A. How to Train Teachers to Train Adults. (See 9).

Maryland State Department of Education. Basic Education: Teaching the Adults. (See 9).

Mathur, Jagdish C. Adult Education For Farmers in a Developing Society. (See 3).

Mezirow, Jack and Irish, Gladys. Priorities For Experimentation and Development in Adult Basic Education. New York: Center For Adult Education, Teachers College, Columbia University, 1974. This is a report of a survey conducted to assess the program areas which require important decision-making in adult education. It covers questionnaires and responses concerning priorities in the following areas: general priorites, target groups, selected practices, program management, recruitment, in-service education, instruction and instruction material.

N.A.P.C.A.E. The Second Treasury of Techniques For Teaching Adults. (See 7).

_____. Tested Techniques For Teachers of Adults. (See 7).

_____. When You're Teaching Adults. (See 7).

_____. When You're Teaching Adults. (Abridged). (See 7).

National Advisory Council on Adult Education. A Target Population in Adult Education. (See 8).

Northcutt, Nevill. The Adult Performance Level Study. Austin, Texas: Division of Extension, University of Texas, 1973. (See also 5). A research project designed to develop performance levels toward adult literacy objectives, this study defines the skills and knowledge needed to function successfully in our society. Functional literacy is defined on the basis of these skills.

Pinnock, Theodore James. Results of an Exploratory Study of Functional Illiterates in Macon County, Alabama. Tuskegee Institute, Alabama.

Pope, Lillie. Tutor: a Handbook For Tutorial Programs. (See 7).

Rossman, Mark. A Model to Recruit Functionally Illiterate Adults Into Adult Basic Education Programs. School of Education, Massachusetts. (See also 10). This is a report of a study by the School of Education in Massachusetts on the use of a visual-aural recuruitment package utilizing television, radio and printed graphics as the major means of recruiting potential students for Adult Basic Education classes. The study in essence is an attempt to utilize media to inform the undereducated public of the existence of Adult Basic Education programs in Massachusetts. An appendix of scripts for television commercials and radio commercials, printed graphic pieces, and questionnaires and answer forms is included.

Scurifman, V.M., ed. Guidelines For ABE Learning Centers. (See 8).

Smith, Edwin H. Literacy Education For Adolescents and Adults. (See 1).

_____ and Culyer, Richard. Teaching Reading to Adults. (See 7).

Stauffer, John M. The NALA Study. Syracuse: New Readers Press, 1973. A survey of tutors in NALA (National Affiliation for Literacy Advance), student characteristics, student grade level changes resulting from training, and pre- and post-test scores from 1970 to 1971.

Thonis, Eleanor Wall. Teaching Reading to Non-English Speakers. (See 5).

Tough, Allen. The Adult's Learning Projects: a Fresh Approach to Theory and Practice in Adult Learning. Ontario: Ontario Institute For Studies in Education, 1975. (See also 7, 8, 9). This book covers all of the adult's learning problems: his major efforts to change himself to learn better ways of doing things, to gain new information and knowledge, and to change his perception, behavior, or performance. Learning guided by another in a one-to-one relationship is covered. Information on classes, conferences, meetings, sensitivity and discussion groups has been included. Some of this information can be used by an adult education agency or extension service.

Tripathi, Virendra. A Guide to Functional Literacy For Literacy Administrators and Workers. (See 7).

Versluys, J.D.A., ed. Research in Adult Literacy: a Bibliography. Tehran: IIALM, 1977. Brief reviews of the methods and findings of research in or related to adult literacy. Many countries represented. Aimed at workers in adult literacy, to let them know how various aspects of literacy have fared in programs throughout the world.

Vonderhaas, K.; Mooker, D.W.; Leibert, R.E.; Maas, V. Tests For Adult Basic Education Teachers. Kansas City: Center For Resource Development, University of Missouri, Kansas City, 1975. (See also 9). Provides a current listing of test and measurement instruments which can aid in the Adult Basic Education classroom. The tests listed were developed for adults and have proven useful with adults. Tests can be administered and interpreted by a classroom teacher.

Wiesner, Peter. The SALEM Cable Television Project: Final Report. (See 10).

12: Psychology of Adult Learning

Anderson, Darrell and Niemi, John A. Adult Education and the Disadvantaged Adult. Syracuse: Syracuse University Library of Continuing Education. (See also 7, 8). An examination of the role of education in altering the personal and social characteristics of disadvantaged adults. Their socio-economic and socio-psychological characteristics are examined. Educational programs for the disadvantaged adult are discussed and planned, and content is selected for them.

Cass, Angelica, ed. Adult Basic Education I. Tehran: IIALM. (See also 7, 9). Topics covered include: Adult Basic Education in the USA; recruitment, holding and follow-up practices in Adult Basic Education; psychological factors affecting learning of adults in basic education; counseling and advising; methodologies; reading difficulties; materials; training and advancement of teachers.

Center For Museum Education. Lifelong Learning/Adult Audiences. Washington: Center For Museum Education, George Washington University, 1978. (See also 3). This sourcebook is a basic introduction to and a discussion of the issues in the fields of lifelong learning, adult education, continuing education and community education. It also covers the implications of such issues in museum education while providing instructive examples from museums and elsewhere as well as guidelines, resources, and bibliographies. There is a large section on adults: their learning characteristics, and teaching theories on adult learning.

Dickinson, Gary. Teaching Adults: a Handbook For Instructors. (See 7).

Figurel, Allen J. Reading Goals For the Disadvantaged. (See 7).

Griffith, William S. and Hayes, Ann P. Adult Basic Education: the State of the Art. (See 1).

Hawkins, Thom. Benjamin, Reading and Beyond. Columbus, Ohio: Charles E. Merrill, 1972. The author's insights and experiences during nine months of tutoring a 19-year-old high school dropout using New Readers Press materials. The book discusses the young man's struggle to find himself through reading and creative writing.

Howard, Ron; Reul, M.; Carter, J.; George, John. Strategies and Responsibilities in Adult Basic Education Programs. (See 8).

Langerman, Philip, ed. You Can Be a Successful Teacher of Adults. (See 7).

Leagans, Paul J.; Copeland, Harlan G.; Kaiser, Gertrude E. Selected Concepts From Educational Psychology and Adult Education For Extension and Continuing Educators. Syracuse: Syracuse University Press, 1971. (See also 7). The role of the extension educator is examined in light of research in behavioral sciences and adult education. Human growth and development, types of learning, conditions of learning, and retention and transfer are examined also.

Maddison, John. Radio and Television in Literacy. (See 10).

N.A.P.C.A.E. The Second Treasury of Techniques For Teaching Adults. (See 7).

_____. Tested Techniques For Teachers of Adults. (See 7).

_____. When You're Teaching Adults. (See 7).

_____. When You're Teaching Adults. (Abridged). (See 7).

Natarajan, Dandapani. Census of India 1971: Extracts From the All India Census Reports on Literacy. (See 2).

National Advisory Council on Adult Education. A Target Population in Adult Education. (See 8).

Otto, Wayne and Ford, David. Teaching Adults to Read. (See 7).

Palmer, Robert. Leadership Skills in Adult Basic Education. (See 7).

Pope, Lillie. Tutor: a Handbook for Tutorial Programs. (See 7).

Scurifman, V.M., ed. Guidelines For ABE Learning Centers. (See 8).

Ulmer, Curtis. Teaching the Disadvantaged Adult. (See 7).

Weaver, Frank B. Helping Slow Learners and Undereducated Adults. (See 7).

Wiesner, Peter. The SALEM Cable Television Project: Final Report. (See 10).

13: Writing For New Literates

Alaska State Department of Education. Educational Writer's Guide. Juneau: Alaska State Department of Education, 1977. (See also

16). Topics discussed: the use of reference and copyrighted materials; the use of illustrations; the development of original material, etc. Also a section on style and format discussing headings for written publications and sentence and paragraph construction.

Avery, Bea. Tips For Writing. Syracuse: Laubach Literacy International, Education Bulletin, 1975. A manual used for NALA writing workshops. It gives tips on: creative writing; assignments; adult low level writing with restricted vocabulary; elements of which to be aware, such as sentences and structures; format and layout; processes for check-up activities.

Barasovska, Joan. I Wish I Could Write. (See 7).

Baucom, Kenneth L. The ABCs of Literacy: Lessons From Linguistics. (See 6).

Christian Writers Institute, eds. Handbook For Christian Writers. Carol Stream, Illinois: Creation House, 1974. (See also 14, 17). This book provides information on what to write, how to write, and where to send the written materials. Various topics on writing are discussed: how to get article ideas; how to write devotional material; how to write how-to-do-it articles; how to be a better writer; etc.

Cowsill, Virginia. Writing For New Readers. Bakersfield, California: Kern Adult Literacy Council, 1975. (See also 15, 17). Provides information on: writing for adult new readers, writing supplementary materials, being aware of limited vocabulary at specific reading levels, and interests, publications, and word lists. This mongraph has been compiled from workshops, guidelines, books, notes and discussions. It is a convenient reference.

Gunning, Robert. The Technique of Clear Writing. New York: McGraw-Hill, 1971. (See also 15, 17). Gunning describes ten principles for clear effective writing: keep sentences short; prefer the simple to the complex; use familiar words; avoid unnecessary words; put action in your verbs; write as you talk; use picturable terms; tie in with the reader's experience; make full use of variety; and write to express, not to impress.

Irmscher, William F. Acknowledging Intuition. Kansas City: US Department of HEW, 1977. Includes a section on simplicity in writing.

Laubach, Frank C. and Laubach, Robert S. Toward World Literacy: the Each One Teach One Way. (See 7).

Laubach, R.S. and Koschnick, K. Using Readability: Formulas For Easy Adult Materials. (See 15).

Otto, Wayne and Ford, David. Teaching Adults to Read. (See 7).

Pope, Lillie; Edel, Deborah; Haklay, Abraham. Tutor's Sampler. (See 7).

Richards, Charles G. The Provision of Popular Reading Materials. New York: UNESCO/UNIPUB, 1959. An indespensible classic to the writer or editor of materials for new literates in developing countries. Includes sections on problems of publishing in developing countries.

_____. Simple Reading Material For Adults: Its Preparation and Use. New York: UNESCO/UNIPUB, 1965. Compact, very useful though rather old overview of reading material for new readers around the world. Well illustrated with many examples from books, newspapers and magazines for new readers.

Rosenthal, Irving and Rudman, Harry W., eds. Business Letter Writing Made Simple. New York: Doubleday & Co., Inc., 1968. Covers business letter writing, appearance and structure; the sales letter, credit letters, collection letters, employment letters, complaints and adjustments. Also post cards, telegrams, spelling, punctuation, abbreviations and a glossary of terms.

Simpson, L. and Loveall, P.W. Preparing and Selecting Printed Educational Materials For Adult Readers. Illinois: ERIC Clearinghouse, Illinois, 1976. (See also 14, 15). A guide to the analysis and preparation of adult learning materials. Covers major literacy studies and programs, e.g. those of UNESCO, Laubach, Buffalo, etc. Readability, content analysis, and needs of the reader are discussed.

Smith, David Kendall. Development and Testing of a Low Cost Periodical For Use in Developing Areas of the World. (See 18).

Van Horne, Marion. Write the Vision (a Manual For Writers). New York: Intermedia, 1970. (See also 17, 18). This book gives guidelines for writers and editors of reading materials for new readers. Areas covered include: readable writing; news writing; writing a short story; writing for the new reading public. The chapter on readable writing gives a guide to writing -- organizing material, what to do before writing, writing an outline, and unity, coherence and main divisions of writing.

Weeks, Daniel. The Photonovel: a Tool For Development. Washington: Peace Corps Information, Collection and Exchange, 1976. (See also 4, 16). Program and Training Manual Series # 4.

14: Reading Interests

Bamburger, Richard. Promoting the Reading Habit. UNESCO, 1975. Describes the importance of reading for the individual and for society. A survey of the reading situation throughout the world; effective teaching of reading; results of research on motivations for reading and reading interests; methods for determining individual reading interests; promotion of developing reading interests and motivation and the reading habit; tasks for research.

Barasovska, Joan. I Wish I Could Write. (See 7).

Christian Writers Institute, eds. Handbook For Christian Writers. (See 13).

Corneli, Helen McGavran. A Comparison of the Reading Interests of Prisoners and College Students. Syracuse: ERIC, 1973. This comparison was done to see if there are significant reading interest differences between young prisoners and college students.

Fader, Daniel N. and McNeil, Elton B. Hooked on Books: Program and Proof. New York: G.P. Putnam's Sons, 1968. (See also 7). A description of a man's experiences getting hard core nonreaders interested in reading. Although aimed particularly at younger adult age groups, many ideas are more widely aplicable. As a result of this experience, a reading list of 1000 paperback books was developed for this group.

Ghan, Bill and Mocker, Donald W., eds. Everyone Has the Right to Read. Syracuse: ERIC, 1970. This paper deals with finding a way to present reading materials that are relevant to adults. It is related to reading interests.

Lyman, Helen Huguenor. Reading and the New Adult New Reader. Chicago: American Library Association, 1976. (See also 15, 16, 18). Chapter 4 describes beliefs, attitudes and values which affect readers. Chapter 5 discusses heritage, values and reading interests. The reader-learner's ability to read and to understand is influenced by cultural backgrounds and culturally relevant factors, acording to the author. Chapter 8, on evaluation of reading materials, discusses four major elements that are basic to the evalution of reading materials for adult readers. Criteria for evaluation are discussed. Measurement of readability, typography, maps, illustrations, etc., are discussed.

Otto, Wayne and Ford, David. Teaching Adults to Read. (See 7).

Simpson, L. and Loveall, P.W. Preparing and Selecting Printed Educational Materials For Adult New Readers. (See 13).

Walden, B.; Blair, C.; Brown, L. Recruitment and Retention of the Adult Learner. (See 8).

15: Readability

Bormuth, John R. Development of Readability Analyses. Washington: Office of Education, HEW, 1969. Discusses development of readability analysis schemes, using cloze tests and readability formulas to determine if accepted levels of readability are adequate measures of reading comprehension. Extensive discussion of readability formulas and their meaning and applicability.

Chall, Jeanne S. Readability: an Appraisal of Research and Application. Columbus, Ohio: Ohio State University, 1958. A classic overview of readability, its history, theory and application. Rather technical, but still an outstanding book for the serious student of readability.

Cowsill, Virginia. Writing For New Readers. (See 13).

ERIC. Reading -- an ERIC Bibliography 1970-1972. (See 7).

Flesch, Rudolf. How to Test Readability. New York: Harper & Row, 1951. Dr. Flesch is a pioneer in testing readability and calling for clearer writing. This slim book sums up his readability theory, at that time. Other books by the same author include The Art, The Art of Readable Writing, and The Way to Write.

Greene, Frank P. Reading: Reasons and Readiness. (See 1).

Gunning, Robert. The Technique of Clear Writing. (See 13).

Klare, George R. The Measurement of Readability. Ames, Iowa: Iowa State University Press, 1963. Despite being somewhat old, this book provides a good discussion of factors involved in establishing readability comparisons and standards. Discusses the various formulas and their weaknesses and strengths. Good as a basic book to become acquainted in more detail with what readability determination is all about.

_____. "Assessing Readability" in Reading Research Quarterly, volume 10, number 1, 1974-1975. This rather extensive

article reviews all readability formulas, showing how they are applied, which concepts they are based upon and also the correlations between application of different formulas to the same text. Includes the following formulas: Lorge, Flesch, Dale-Chall, Farr-Jenkins-Paterson, Gunning's Fog Index, Spache, Devereaux, Botel, Jacobson, Rogers, Danielson Bryan, Fry Readability Graph, Coleman, Shaw, Elley, McLaughlin's SMOG, Bormuth, Aquino, Mugford Readability Chart, Henshall, Syntactic Complexity Formula, Forcast, Lensear Write Formula, Clean River Test, Damerst Clean Index. Also included is an excellent reference list.

Laubach, R.S. and Koschnick, K. Using Readability: Formulas For Easy Adult Materials. Syracuse: New Readers Press, 1977. This book presents thorough analyses of the Gunning Fox Index and the Fry Readability Graph along with some other valuable hints, evaluations of usage and the like. The book is intended for those who are writing or evaluating materials for adults or teenagers with limited reading ability. The book concludes with some very practical tips for writers and evaluators.

Lyman, Helen Huguenor. Reading and the New Adult New Reader. (See 14).

Simpson, L. and Loveall, P.W. Preparing and Selecting Printed Educational Materials For Adult New Readers. (See 13).

Spache, George D. Good Reading For Poor Readers. (See 7).

Standal, Timothy C. "Readability Formulas: What's Out, What's In?" in The Reading Teacher, volume 31, number 6, 1978. Discussion of readability formulas based on word and sentence complexity against formulas based on word frequency and commonness of words in the reader's context. Good for a quick introduction to the critical examination of readability formulas.

16: Graphics, Illustrations, Printing

Alaska State Department of Education. Educational Writer's Guide. (See 13).

Ammonds, Charles Cyril. Printing: Basic Science. Oxford, New York: Pergamon Press, 1970. A basic book for understanding of graphic processes, somewhat technical, but thorough.

Arnold, Edmund C. Ink on Paper II: a Handbook of the Graphic Arts. New York: Harper and Row, 1972. If you have to buy a single

book on graphic arts, this is probably the one. Arnold is a fine writer and highly competent in his field. The book takes you all the way from the typed manuscript to the book, magazine or newspaper format. Shows how to calculate space, which graphic process to use, how to choose type, basic composition and layout guidelines. Can be read just for pleasure, too.

_____. Modern Newspaper Design. New York: Harper and Row, 1969. A classic in newspaper design problems. A really enjoyable book, written in easy language, but full of practical advice. The author is one of the great authorities in the field. Good in analyzing common mistakes, with plenty of practical illustrations.

Bowman, William J. Graphic Communication. New York: John Wiley, 1968. This book tells how to create an effective graphic image. Geared to the illustrator, publications manager or educator, the language elements of design are discussed in relation to the purpose for which the design is aimed. Black and white design examples shown.

Ciaciolo, Patricia J. Illustrations in Children's Books. Dubuque, Iowa: W.C. Brown, 1970. Discussion of impact of illustrations on children. Devoted mainly to pictures, with text taking a secondary place.

Cook, Bruce. How Illiterates in Primitive Areas See Pictures. (See 19).

Dick, Stephen. The Pen and Ink and Cross Hatch Styles of the Early Illustrators. New York: Art Direction Book Co., 1976. Interesting for information about manual illustration and less technical procedures suitable for developing areas without resources for more sophisticated illustration techniques. More devoted to historical aspects.

Evans, Harold. Editing and Design. New York: Holt, Rinehart and Winston, 1972-1973. An editor's manual. Mainly practical, with heavy emphasis of graphic presentation.

_____. Newspaper Design. (See 17).

Evans, Hilary. Sources of Illustration. Bath, England: Adams and Dart, 1971. A good guide on where to go for illustrations for books, magazines, newspapers, or any kind of printed material.

Ferguson, Rowena. Editing the Small Magazine. (See 17).

Fuglesang, Andreas. Applied Communications in Developing Countries: Ideas and Observations. Motala, Sweden: Bergstroms Tryckery

A.B., 1978. (See also 17, 18). Practical guide on what works and does not work in terms of communications in developing countries. Based on the author's own practical experiences. A good guide for avoiding costly mistakes through inexperience in dealing with other cultures. Excellent illustrations and case discussions.

Hartley, James. Designing Instructional Text. New York: Nichols Publishing Co., 1978. Specialized text for those interested in producing instructional materials. Discusses design problems and ways of emphasizing content through graphic design and layout.

Harvard Post Editors. How to Produce a Small Newspaper. (See 17).

Hurlburt, Allen. Publication Design: a Guide to Page Layout, Typography, Format and Style. New York: Van Notrand Reinhold Co., 1976.

_____. Layout: the Design of the Printed Page. New York: Watson-Guptill Publications, 1977. Layout discussed, using the individual page as unit. Good as complementary reading together with more ample works on the chosen format as a whole.

Indiana Department of Public Instruction. Teacher's Guide to High School Journalism. (See 17).

International Paper Co. Pocket Pal: a Graphic Arts Production Handbook. New York: International Paper Co., 1974. An excellent carry-along booklet to help you through the complicated world of typographical choices and options. An unusual description of best papers for different purposes. The only short practical guide on paper selection to be found (good hints on savings without loss of quality).

Lawrence, Robert de T. Rural Mimeo Newspapers: a Guide to the Production of Low Cost Community Papers in Developing Countries. (See 17).

Lown, Edward. An Introduction to Technological Changes in Journalism. (See 17).

Lyman, Helen Huguenor. Reading and the New Adult New Reader. (See 14).

McCann, Donnarae. The Child's First Books: a Critical Study of Pictures and Text. New York: Wilson, 1973. In-depth discussion of the interplay of illustrations and text in children's literature. Discusses the use of pictures not only as illustrations for a particular point, but as a way of letting children use their creativeness and expand on pictures, making them less restricted.

Moff, Sydney. Editorial and Political Cartooning. New York: Stravon Educational Press, 1976. Interesting analysis of political criticism through cartoons. Somewhat restricted in terms of general applicability, but has good examples of effective use of pictures if one wants to save space or cannot use text.

Pope, Lillie; Edel, Deborah; Haklay, Abraham. Tutor's Sampler. (See 7).

Root, Robert. Modern Magazine Editing. (See 17).

Silver, Gerald A. Modern Graphic Arts Paste-Up. Chicago: American Technical Society, 1973. Specialized, complete and technical discussion of paste-up procedures for modern graphic processes. Not for the beginner.

Skilin, Marjorie E. Words Into Type. (See 17).

Smith, Cortland Gray. Editor's Manual: Functions and Techniques of Editing and Producing Business and Other Periodicals. (See 17).

_____. Magazine Layout: Principles, Patterns, Practices. New York: Plandome, 1973.

Wales, LaRae H. A Practical Guide to Newsletter Editing and Design. (See 17).

Weeks, Daniel. The Photonovel: a Tool For Development. (See 13).

White, Jan V. Editing by Design: Word-and-Picture Communication For Editors and Designers. New York: R.R. Bowker, 1974. Directed toward interaction of words and pictures and the potential of their combinations. Fairly advanced and sophisticated, but many of the principles can be applied to simpler forms of printed material. Heavy on aesthetics and good discussion of connotative and denotative meaning conveyed by pictures and text.

Zimmer, Anne and Zimmer, Fred. Visual Literacy in Communication: Designing For Development. Buckinghamshire, England: Hulton Educational Publications, Ltd., 1978. (See also 18). The book has 3 chapters: "Understanding Visual Literacy," "Acquiring Visual Literacy," and "Designing Visual Messages." Chapter 1 provides the kind of understanding that can help graphics and other visual forms contribute much more to communication for development. Chapters 2 and 3 include sections of specific information chosen to help a visual artist analyze visual language. Illustrations are included. The author advises that not all pictures meant to communicte actually do communicate. Focus in the book is on visual communication.

17: Editing and Publishing

Arnold, Edmund C. Ink on Paper II: a Handbook of the Graphic Arts. (See 16).

Barzun, Jacques, ed. Modern American Usage. New York: Warner Books, 1977. A new desk reference book that helps to avoid common errors in speech or writing. Covers diction, idiom, syntax and style. The appendices cover confusion and conflict in usage, e.g. shall (should), will (would), and punctuation -- colon, dash, exclamation point, hyphen, etc.

Cabibi, John F.J. Copy Preparation For Printing. New York: McGraw Hill, 1973. Basically shows what to do to improve instructions to the printers and how to save time and money by paying more attention to copy preparation.

Christian Writers Instutite, eds. Handbook For Christian Writers. (See 13).

Click, J.W. Magazine Editing and Publishing. Dubuque, Iowa: W.C. Brown Co., 1974. General text, covering all major aspects of magazine publishing. More suitable for major operations.

Cowsill, Virginia. Writing For New Readers. (See 13).

Croy, Peter. Graphic Design and Reproduction Techniques. New York: Hastings House, 1972. A very basic book in printing techniques and other reproduction methods. More devoted to design and selection of appropriate reproduction method.

Dutton, D.; Glover, B.; Welch, B. ABE Staff Development in West Tennessee (HEW). (See 9).

Evans, Harold. Editing and Design. (See 16).

_____. Newspaper Design. New York: Holt, Rinehart and Winston, 1973. (See also 16, 18). Basically a discussion of newspaper design based on examples from all over the world. Has the advantage of looking into some cultural differences, which other publications practically ignore. Also devotes a chapter to the tabloid newspaper. Apart from this, discusses all techincal matters, such as layout, pasteup, printing methods, picture utilization. Heavily illustrated.

Ferguson, Rowena. Editing the Small Magazine. New York: Columbia University Press, 1965. (See also 16). How to survive with a magazine that does not want to become big business. Shortcuts in

cost. Selection of audience and concentration on it. A useful guide if you want to restrict your activities to specific areas or publics and still present an attractive product.

Fuglesang, Andreas. Applied Communications in Developing Countries: Ideas and Observations. (See 16).

Gunning, Robert. The Technique of Clear Writing. (See 13).

Harvard Post Editors. How to Produce a Small Newspaper. Harvard, Massachusetts: Harvard Common Press, 1978. (See also 16). A practical guide on typographical processes, design and layout, pasteup for small newspapers. Also deals with administration problems and financial matters. A good guide for anyone thinking of starting a small newspaper or considering publication of non-profit newspapers.

Indiana Department of Public Instruction. Teacher's Guide to High School Journalism. Urbana, Illinois: Indiana University Press, 1964. (See also 16). A simplified summary of the process of coming out with a high school publication. Discusses ethical aspects and media in general in the first chapters. Basic reporting techniques also discussed. Different types of stories and treatments. Basic grammar and newspaper style discussed in an easy-to-understand way, Also describes the possibilities of a mimeograph. Some attention devoted to financing problems. A good guide for anyone interested in having a smaller group put out a simple publication. Not restricted to high schools.

Lane, Thorne. How to Own Your Own Newspaper. Hicksville, New York: Exposition Press, 1976. An owner of a smaller newspaper tells about his own experiences and problems. Good in terms of daily problems faced by owner of paper and decisions he must make in order to survive in a highly competitive field. Different from most books in the area.

Lawrence, Robert de T. Rural Mimeo Newspapers: a Guide to the Production of Low Cost Community Papers in Developing Countries. Paris: UNESCO, 1965. (See also 16). A practical description of how a rural mimeographed newspaper came to life in Nigeria. Starts with initial planning and brings reader all the way to final product, with practical hints on how to maximize what many consider a limited medium. Good on content discussion in view of public to be reached. Also addresses the question of financing. Has the great advantage of being totally practical and written by someone who participated in the work.

_____. A Short Course on Establishing Self-Help, Self-Supporting News Publications in the Developing Nations. UNESCO and AID/Washington. Paper delivered at University of Dakar, June 1970. An appeal for establishment of rural

publications as a means of maintaining literacy skills among the newly literate as well as for continuing adult education. Covers the entire production process involved in publishing a mimeograph newspaper. Based on author's experience in starting rural newspapers in Liberia.

Lown, Edward. An Introduction to Technological Changes in Journalism. Ann Arbor, Michigan: University Microfilms, Int., 1977. (See also 16). An excellent discussion of technical innovation in the graphic arts field in general and its implications for journalism. Good to get some quick information on where we are heading with new developments in communications, specially considering the impact of electronics.

N.A.P.C.A.E. The Second Treasury of Techniques For Teaching Adults. (See 7).

_____. Tested Techniques For Teachers of Adults. (See 7).

_____. When You're Teaching Adults. (See 7).

_____. When You're Teaching Adults. (Abridged). (See 7).

Root, Robert. Modern Magazine Editing. Dubuque, Iowa: W.C. Brown Co., 1966. (See also 16). A classic in the field of magazine production. Discusses all aspects of content decisions, graphic presentation, administration, financial and legal aspects. Very good on graphic layout.

Rucker, Frank Warren. Newspaper Organization and Managemwnt. Ames, Iowa: Iowa University Press, 1974. Detailed and thorough description of all parts of the publication of a newspaper. Directed more toward bigger commercial operations. Principles, however, can be applied to smaller publications. Good on organization of work and distribution of functions. Also considers most economical procedures and printing methods more appropriate to each size of paper. A classic in its field.

Skilin, Marjorie E. Words Into Type. Englewood Cliffs, New Jersey: Prentice-Hall, 1974. (See also 16). A complete guide to book production. Discusses manuscript preparation, headings, footnotes, tables, illustrations, index elaboration, citations, copyright problems, legal responsibilities of authors. Goes on to techniques for copy and proof, including proofreading techniques and signs. Describes all calculations of space. Discusses uses of illustrations and problems they can present. Page makeup, and design. Complete grammar and stylebook included. Almost too complete and rather heavy. A good all-in-one.

Smith, Cortland Gray. Editor's Manual: Functions and Techniques of Editing and Producing Business and Other Periodicals. New York: Plandome, 1969. (See also 16). Deals with specialized periodic publishing: the business of editing; editing and copy preparation; records and controls; processing copy into print; effective editorial presentation; constructing the page; layout and make-up; typography for editors; artwork and engravings; proofreading manual included. Also contains a good glossary.

Smith, David Kendall. Development and Testing of a Low Cost Periodical For Use in Developing Areas of the World. (See 18).

Strunk (Jr.) and White, E.B. The Elements of Style. New York: Macmillan Publishing Co., 1972. (Second edition). Covers: elementary rules of usage and of language and use of the possessive, the comma, clauses, sentence patterns; elementary principles of composition, choosing a suitable design, paragraphing, active voice, etc.; a few matters of form; and an approach to style.

Van Horne, Marion. Write the Vision (a Manual For Writers). (See 13).

Wales, LaRae H. A Practical Guide to Newsletter Editing and Design. Ames, Iowa: Iowa State University Press, 1972. (See also 16). Interesting for those without resources for bigger publications. The only book dealing directly with this kind of medium. Really practical, with good hints on how to make small format graphically attractive with relativley reduced resources. Especially useful for direct communication with small audiences, at a reasonable cost.

Westley, Bruce H. News Editing. Boston: Houghton Mifflin, 1972. A good combination of the technical aspects of newspaper production with content of material. Excellent discussion of the editor's role, especially in relation to how he must look at the audience. Stylebook appendix at the end quite useful. Gives a quick view of some typographical processes and their application. Intersting discussion of how to use and combine words and pictures.

18: Intercultural Communications

Evans, Harold. Newspaper Design. (See 17).

Fieg, J.P. and Blair, J.G. There is a Difference (12 Intercultural Perspectives). Washington: Meridian House International, 1975. A very important book on the effect of foreign culture; a book

worth reading before writing for foreigners. Countries covered include: Brazil, India, Japan, Kenya, Turkey, Columbia, Indonesia, Ethopia, Jamaica, Iran, Egypt and Nigeria.

Fuglesang, Andreas. Applied Communications in Developing Countries: Ideas and Observations. (See 16).

Garcia, Ricardo L. Multiethnic Dimensions of Reading. (See 7).

Horn, Thomas D. Reading For the Disadvantaged. (See 7).

Lyman, Helen Huguenor. Reading and the New Adult New Reader. (See 14).

Noar, Gertrude. Sensitizing Teachers to Ethnic Groups. (See 9).

Rhinesmith, Stephan H. Bring Home the World. New York: AMACON, 1975. Includes chapters on cultural values, intercultural adjustments and cross-cultural couseling.

Smith, David Kendall. Development and Testing of a Low Cost Periodical For Use in Developing Areas of the World. Eugene, Oregon: University of Oregon, 1969. Title says it al. This work takes you through the whole precedure of developing a publication, from determination of objectives, to audience considerations, to cost analysis. It is a step-by-step manual, extremely useful, and practical in its approach.

Singer, Harry and Ruddell, Robert B., eds. Theoretical Models and Processes of Reading. (See 7).

Van Horne, Marion. Write the Vision (a Manual For Writers). (See 13).

Zimmer, Anne and Zimmer, Fred. Visual Literacy in Communication: Designing For Development. (See 16).

19: Research in Publishing For New Literates

Cook, Bruce. How Illiterates in Primitive Areas See Pictures. Elgin, Illinois: David C. Cook, 1979. Results of a Ph.D. dissertation, analyzing illiterate reactions to various forms and styles of illustrations. The study was conducted among tribes in New Guinea.

Duncan, Hall F. A Study of Pictoral Perception Among Bantu and White Primary School Children in South Africa. Johannesburg: Witwatersrand University Press, 1973. Report of a doctoral study of selected students' understanding of depth in pictures, relative sizes of objects, etc.

I.I.A.L.M. Publishers of Easy-to-Read Materials: a Survey. Tehran: IIALM, 1977. This survey was mailed to publishers of easy-to-read materials throughout the world. It was administered to determine: (1) the types of organizations that prepare or publish easy-to-read materials, and (2) the types of materials prepared.

20: Periodicals, Recurring Publications

Adult and Continuing Education Today. Biweekly Newsletter. Scott, Foresman and Co., 1900 East Lake Avenue, Glenview, Illinois, 60025. News of government and private activities in fields of adult basic education, literacy and continuing education.

Adult Education. British Bimonthly. National Institute of Adult Education, Arthur Stock, Editor, 19B De Montfort Street, Leicester, LE1 7GE, England. "NIAE acts as a centre of information about adult education and...serves...the statutory and voluntary organizations providing adult education....

"The publication provides an opportinuty for administrators and practitioners professional and voluntary, to exchange ideas and information about policy and action." 3.75 pounds annually.

Adult Education. American Quarterly. Adult Education Association of the US, Circulation and Advertising Manager, 810 81th Street, NW, Washington, D.C., 20006. "A journal of research and theory in adult education." Occasional direct reference to literacy studies and programs. Book reviews. Abstracts of recent adult education studies. $15 US annual, $19 Canada and abroad. Professional membership, $35, includes subscription to Lifelong Learning: The Adult Years (monthly publication).

Adult Education Clearinghouse Newsletter. Monthly. Department of Adult Continuing Education, Montclair State College, Upper Montclair, NJ, 07043. Bibliography of publications re. adult education, job openings, policy development. $9 US annual.

Adult Education and Development. Semi-annually. German Adult Education Association, Department for International Cooperation, Karstantinstrube 100, 5300 Bonn 2, Federal Republic of Germany. Brief aritcles concerning all aspects of adult education and welfare from all over the world.

Adult Literacy and Basic Education: an International Journal for Basic Adult Education. Quarterly. Commission on Adult Basic Education, 203 Petrie Hall, Auburn University, Auburn, Alabama,

36830. Sharing of research, opinion, news and practice among practitioners and theorists of adult literacy. $8.50 US annual.

Africom. Bimonthly Newsletter. Africom, PO Box 30592, Nairobi, Kenya. Official bimonthly newsletter of African Council on Communication Education. "Only Africa-wide publication devoted solely to communication issues and development in the continent." $10 US annual. In French and English.

Afrolit News. Quarterly. Afrolit Society, PO Box 72511, Nairobi, Kenya. Afrolit Society serves throughout the continent of Africa by sharing technical expertise on all phases of literacy and holding seminars and conferences. "News and Occasional Papers" contains articles on developments in literacy. Free of charge.

Agenda. Monthly. Office of Public Affairs, Agency for International Development, Washington, DC, 20523. The development and use of world resources. Free of charge.

Innovation. Quarterly. UNESCO, International Bureau of Education, Palais Wilson, CH-1211, Geneva 14, Switzerland. Newsletter of the international education reporting service, a UNESCO agency.

Interchange. Quarterly. Ontario Inbstitute for Studies in Education, 252 Bloor Street West, Toronto, Ontario, Canada, M5S 1V6. Educational policy, especially that relevant to Canadian educaiton, but international interests also served. "Critical humanist" perpsective, seeks to build "meaningful, dignified relationships within egalitarian and democratic structure" and overcome oppression, discrimination, exploitation. Vol. 9, No. 2, 1978-79 features discussions on the relationship between literacy and social structure. $8 student, $12 other.

Intercom. Population Reference Bureau, 1337 Connecticut Avenue NW, Washington, DC, 20036. Magazine concerning international population control and planning, use of world resources.

Interlit. David C. Cook Foundation, Cook Square, Elgin Illinois, 60120. Stories of publishing and literacy, especially among Christian missions around the world.

Journal of Reading. Eight times a year. International Reading Association, Newark, Delaware. Geared mainly toward High School students. Vol. 21, No. 3, December 1977 discusses readability, Fry's approach, and suggests rewriting of materials if students do not understand them. It also contains book reviews on reading and the adult new reader, using readability, and procedures for textbook and instructional material selection.

Laubach Literacy International News. Quarterly. Laubach Literacy International, PO Box 131, Syracuse, NY, 13210, USA. Contains

articles on Laubach projects in various parts of the world, and analytical articles on problems caused by illiteracy. Free of charge.

Literacy Advance. Three times a year. National Affiliation for Literacy Advance, PO Box 131, Syracuse, NY, 13210. The National Affiliation for Literacy Advance (NALA) is a membership organization of Laubach Literacy International. The publication tells of literacy programs emphasizing volunteer tutoring around the US and Canada, and problems of literacy development in these countries. Free of charge.

Literacy/Alphabetisation. Quarterly. Movement for Canadian Literacy, c/o 692 Coxwell Avenue, Toronto, Ontario, Canada. Issues relevant to literacy education in Canada. Available only through membership in Movement for Canadian Literacy, dues $10 annually. In French and English.

Literacy Discussion. Quarterly. International Institute for Adult Literacy Methods, PO Box 1555, Tehran, Iran. Manuscripts from English, French, Arabic, German, Italian and Spanish of interest to "those working in the field of literacy and adult education" are published. Includes book reveiws, length, research papers, reports of projects and techniques developing in the field. $8 US annual.

Literacy Documentation. Three times a year. International Institute for Adult Literacy Methods, PO Box 1555, Tehran, Iran. Abstracts of recent publications (books, periodicals, reference works) pertaining to literacy training. Bibliography of IIALM acquisitions. Order blank supplied for copies of available bibliographies, occasional papers, monographs. Invaluable resource. $8 US annual.

Literacy Today: a Panorama of Adult Literacy. Bi-monthly. Literacy House, PO Alambagh, Lucknow 226005, UP, India. Review of new literacy publications, articles on literacy programs in many countries, news of conferences, research studies, etc. Essays on literacy development in developing countries. Defunct.

Literacy Work. Quarterly. International Institute for Adult Literacy Methods, PO Box 1555, Tehran, Iran. Articles and resumes in four languages (articles in French or English, followed by resume of each in the other language plus Arabic and Spanish). Papers concerning international adult literacy work presented in symposiums. $6 US annual.

NFE Exchange. NFE, Institute for International Studies in Education, Michigan State University, 513 Erickson Hall, East Lansing, Michigan, 48324. Examination of issues in non-formal education.

Includes offers of other publications relevant to adult education.

Un Nuevo Dia. Quarterly. Chicano Education Project, 1444 Stuart Street, Denver, CO, 80204. Para un nuevo dia en la educacion. Issues involved in education of Chicanos in the US. In Spanish and English. $12 annual.

Prospects. Quarterly. UNESCO, 7 Place de Fontenoy, 75700 Paris, France. An educational review. Covers developments in educational policy, programs, trends, concepts, written from international viewpoints. Book reviews. Avaliable in French, Spanish, Arabic and English. 42 francs annual.

Reading Improvement. Quarterly. Project Innovation, Box 566, Chula Vista, California, 92010. "Reports of investigations and creative theological papers dealing with every aspect of reading improvement, and at all different levels of instruction...." Promotes better teaching of reading and improvement of process. Writing often on difficult statistical level. $9 US annual institutional, $7 individual.

The Reading Teacher. Nine times a year. International Reading Association, Inc., 800 Barksdale Road, PO Box 8139, Newark, Delaware, 19711. Refers especially to teachers of reading at elementary level, some ideas applicable to adult education. Other journals published by IRA may be more helpful. $25 US annual. $35 buys subscription of two of these three journals: Journal of Reading, secondary, college and adult levels, and Reading Research Quarterly, all levels.

Reading World. Quarterly. The College Reading Association, Dr. George McNinch, Publications Business Manager, University of Southern Mississippi, Box 26, Southern Station, Hattiesburg, Mississippi, 39401. Material of interest to teachers of reading at all levels and those involved with teacher education, clinical and college reading programs. $15 US annual, $16 Canada and abroad.

Social Education. Seven times a year. National Council for the Social Studies, Suite 400, 2030 M Street NW, Washington, DC, 20036. Various issues involving social studies and education. January 1978 issue centered on improving reading and literacy testing. ERIC data. $25 US annual.

Studies in Adult Education. The National Institute for Adult Education, 19B De Montfort Street, Leicester LE1 7GH, England. Survey of existing adult education efforts in coutres connected with the Unterd Kingdom by language, former colonial ties. 3.50 pounds annual.

TESOL Quarterly. Teachers of English to Speakers of Other Languages, James E. Alatis, Executive Secretary, 455 Nevils Building, Georgetown University. Wasghington, DC, 20057. Publishes essays concerning teaching of English as foreign tongue, dealing with cultural differences, reviews of literature, publishing and conference announcements, job openings, anecdotes, class ideas. Membership includes TESOL Newsletter five times a year, $20. Husband-wife, $30. Student (at least half-time), $10. Institution, $30. Commercial, $100. Add $2 foreign surface mail, $10 foreign air mail.

Word at Work. Quarterly. Intermedia, 475 Riverside Drive, New York, NY, 10027. Valuable tips on writing for new readers, editing and publishing, with special emphasis on international aspects of writing and publishing. Free of charge.